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THE UNIVERSITY OF ALBERTA

A GYMNASTICS RESOURCE FOR ELEMENTARY SCHOOL TEACHERS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "A Gymnastics Resource for Elementary School Teachers" submitted by Linda P. Thompson in partial fulfilment of the requirements for the degree of Master of Education.

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Date April 20, 1979

ABSTRACT

The purpose of this research was to develop a resource material on elementary school gymnastics and study teachers' attitudes toward the potential usefulness of the resource. Questionnaire and interview techniques were used to examine attitudes toward the objectives and potential usefulness of the resource. Subject content material and suggestions for organizing learning experiences into a unit were the major areas of focus in the resource material.

In general, the findings indicated that teachers felt the information in the resource met the researcher's objectives and would be useful when developing a unit of lessons on a gymnastics theme. Teachers favored detailed progressive lesson plans to help them develop their own units. They preferred that a resource be designed to allow flexibility in selecting sections that would meet their own needs. A majority of teachers were interested in both content and lesson plan progressions.

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CHAPTER I

PURPOSE OF THE STUDY

1. INTRODUCTION AND BACKGROUND TO THE STUDY

This study was based upon the idea that teachers have particular needs that can be identified and used in designing a resource material for elementary school physical education. It was assumed that the teacher takes a key role in curriculum decision making and that resources the teacher finds readily useful will greatly influence curriculum planning at the classroom level. In attempting to provide the teacher with useful resource materials one must identify needs. A resource material which focusses upon elementary school gymnastics was developed for this study. An attempt was made to identify information teachers feel they need as well as the potential usefulness of the resource.

Physical education, like other subjects, is continually in the process of change. The curriculum guide on Elementary Physical Education (1969) for the Province of Alberta emphasizes current educational trends in recommending discovery and problem-solving approaches to the teaching of physical activities. The guide provides the teacher with suggestions for developing lessons, encouraging quality performance and eliciting a variety of responses in the areas of games, dance, gymnastics and other activities. However, Thompson (1976) found that the curriculum guide appeared to be of little use to the teachers in the Edmonton area and teachers tended to rely more on packages of lesson plans provided by consultant or supervisory staff. Information did not appear to be readily available for teachers who desire help in planning their gymnastics program. To compound this problem, few teachers received course or inservice information to provide them with background knowledge of the gymnastics program for children.

Although the Alberta curriculum recommends that a balance between activities be aimed for in the yearly program, there have been several indications that teachers have difficulty implementing the gymnastics program that is recommended in the guide. Bell's study on Elementary School Physical Education (1974) summarized that two-thirds of the teachers in his study were in agreement with the inclusion of the three types of activities in the elementary school physical education program. However, it was clear in his study that many teachers were referring to gymnastics activities that are not recommended in the curriculum guide. Bell (1974) indicated that few teachers planned specific objectives for their physical education lessons except when they used lessons prepared by supervisory staff. This suggested a need for resource materials that meet the teachers' needs in curriculum planning for the elementary school gymnastics program.

"The immediate goal of curriculum guides is changed practices in the school and classroom" (Poll, 1970, p.6). Thompson (1976) found that a majority of teachers surveyed in the city of Edmonton used the curriculum guide, textbooks or units of lessons in developing the gymnastics program and indicated that units of lessons were the most useful resource. Pickard (1974) suggested that units of lesson plans prepared by others would be of little value because each teacher teaches in a unique manner. However, in practice many teachers referred to unit plans as useful guides in their classroom curriculum planning. Since a major criteria for judging the effectiveness of a curriculum resource is the degree to which the teacher finds the material useful, it becomes apparent that a resource material in gymnastics should contain information regarding the preparation of units and may include sample plans. Teachers who attempt unit planning in gymnastics will be concerned with content material and methodology, therefore a resource material should provide information in both areas for their use.

Teacher implementation is critical if the recommended program is to be carried into the classroom setting. Bjork indicates that the ". . . purpose of curriculum implementation is to have teachers use the curriculum as the point of departure for teaching" (Bjork, 1970, p. 46). Gardner (1971) suggests that teachers must perceive their needs before curriculum improvement can occur. It follows that before a useful resource material can be developed, knowledge of teacher needs is a prerequisite. It can be hoped that a resource developed to meet teacher needs will be useful to teachers in the planning and implementation of the program.

2. PURPOSE OF THE STUDY

It was the purpose of this study to design a resource material for Division Two gymnastics based upon the recommended elementary physical education curriculum for the Province of Alberta and to investigate the potential usefulness of the resource. The resource material included a printed manual which gave content information on gymnastics in the elementary school and detailed concepts relating to one specific theme while the video tape attempted to show students working with the concepts for the selected theme. Practical suggestions for teachers to use in developing a unit of lessons on the one specific theme followed the content information. Three formats were selected to provide teachers with varying degrees of specificity in suggestions for lesson planning.

The questionnaire and interview schedule focussed upon the following:

1. The educational gymnastics background and teaching experience of the respondent,
2. The degree to which the information in the resource met the objectives of the researcher, and
3. The degree to which the respondent felt the information in the resource would be useful in the planning of a gymnastics unit.

While there was no intention to include all the possible information for a gymnastics resource material, the study sought to identify the type of content and lesson planning material that would be of interest to teachers needing such a resource.

3. DEFINITION OF TERMS

1. Elementary School Gymnastics--as exemplified in the Alberta Curriculum Guide for Elementary Physical Education (1969). Mauldon and Layson (1965) state that the aims of gymnastics are:

> 1. To develop efficiency and a skilled use of the body in practical situations when working alone and with others, on the floor and on apparatus. 2. To stimulate an understanding and appreciation of objective movement coupled with an ability to invent and select appropriate actions (Mauldon and Layson, 1965, p. xii).

2. Division Two--refers to grades four, five and six in the Province of Alberta.
3. Resource Material--a collection of content material, objectives and activities based on a broad topic to be used by a teacher in planning for learning experiences. In this study it included printed and audio-visual materials.
4. Unit--a collection of objectives and activities logically sequenced and based upon a specific topic to be used with a group of learners over a series of lessons.
5. Theme--". . . is a particular aspect of movement chosen by the teacher as the focal point round which he can build a series of lessons" (Williams, 1974, p. 13).

4. OUTLINE OF THE STUDY

This study was designed to centre upon the pre-planning activities of teachers who were interested in a specific aspect of the curriculum. The use of a unit in bringing order to many concepts, attitudes and skills is recognized by curriculum developers as a means of providing organization to content material and learning experiences. Thus, the initial task of the researcher was to develop a resource material which contained content information and suggestions for developing a unit of lesson plans. A video tape was made to accompany the content information.

The second task was to develop a questionnaire and interview schedule to be used in determining the potential usefulness of the resource. This study attempted to describe the opinions of the sample group and draw conclusions about the resource based upon those opinions.

5. LIMITATIONS OF THE STUDY

1. This study was descriptive in nature and was limited to the teachers who responded. Due to the fact that this study was carried out in July, the sample was limited to available interested volunteers.
2. The sample included volunteers who had an interest in gymnastics for Division Two students and therefore may not have been varied enough to provide a consensus of opinion for teachers in general.
3. Individual interpretation of items is expected to have affected the results to some extent even though every attempt was made to use terminology with which teachers would be familiar.
4. Some teachers may have related better to a theme other than the one selected for the study.
5. The resource included three formats with suggestions for planning and the volunteers were required to examine all three to make a selection. The review of one format may have influenced the opinion of other formats.

6. DELIMITATIONS OF THE STUDY

1. This study was delimited to the use of one specific theme in the resource material.

2. The selected theme was appropriate for Division Two students.
3. The sample was restricted to those volunteers who were interested in a resource material on gymnastics for Division Two students. Interested teachers, hopefully, would be able to determine the potential usefulness of the resource whereas uninterested teachers may have no desire to have or use such a resource.
4. This study was delimited to the pre-planning phase of classroom curriculum planning and did not attempt to include implementation.
5. One resource material was used for this study and other available resources were omitted.

7. ORGANIZATION OF THE THESIS

Chapter One briefly discusses the purpose of this study. Background information, definitions, procedures, limitations and delimitations were also included.

Chapter Two provides a review of literature pertinent to this study and provides the foundation for the design of the resource and the procedures for carrying out this study which are described in Chapter Three. The findings resulting from the analysis of the questionnaire and interview items are provided in Chapter Four while Chapter Five summarizes the conclusions.

CHAPTER II

A REVIEW OF THE RELATED LITERATURE

1. INTRODUCTION

The purpose of this chapter is to present a review of the literature and it is organized around major issues that researchers have found are concerns of teachers for unit planning in gymnastics. The organization of subject content and related learning experiences were two main areas of concern. The first part of this chapter discusses theoretical gymnastics understandings relevant to the development of the resource material. The latter part of this chapter reviews the literature pertaining to curriculum unit planning and unit models.

2. GYMNASTICS UNDERSTANDINGS PERTINENT TO GRADES FOUR THROUGH SIX

The Program of Studies for Elementary Schools suggests that movement experiences lead to the development of ". . . skill in body management and control" (Department of Education, 1975, p. 55). The Alberta curriculum guide on Elementary Physical Education recommends that "Emphasis is placed upon the development of movement concepts and understandings and the applications of these to a variety of practical situations" (Department of Education, 1969, p. 2). The form of gymnastics taught in the elementary school should be different than the formal, Olympic or artistic gymnastics that are often taught in later school years (Department of Education, 1969). The movement or educational gymnastics approach has been recommended in the Alberta curriculum guide since 1969 and one could assume that elementary school physical education programs in Alberta have well established gymnastics content. However, ". . . practical acceptance of and satisfaction with the process is not as widespread and general as it should be in a part of the program that is passing beyond its infancy" (Bean, 1977, p. 3). There is a need for the provision of structure in planning and presenting gymnastics material by paying greater attention to detail in planning the theme progressively and carefully designing meaningful tasks for the children (Bean, 1977; Logsdon, et al., 1977). It becomes a task of the teacher to provide all students with meaningful learning experiences to accomplish these recommendations.

The literature on gymnastics indicates that the use of themes provides focus and meaning to movement situations. Themes are selected according to the type of movement being focussed upon. Authorities in the field of movement base their analysis of movement in large part on the work of Rudolf Laban. Laban (1963) analyzed movement and developed sixteen themes dealing with the development of awareness of the body, effort, space and relationships. These themes provide a logical and progressive pattern through which information can be selected, clarified and enlarged (Kruger and Kruger, 1977; Logsdon, et al., 1977). Cope (1967) states that the analysis of movement can provide the child with a basic structure of knowledge that enables him to develop an understanding of concepts and generalizations to deal effectively with movement tasks. The underlying body of knowledge can be studied by developing themes based on movement theory and presented in meaningful ways (Gilliom,

✓

1970; Holbrook, 1973; Kruger and Kruger, 1977; Logsdon, et al., 1977; Mauldon and Layson, 1965; Morison, 1969; Williams, 1974). "The theme, then, is a particular aspect of movement chosen by the teacher as the focal point round which he can build a series of lessons" (Williams, 1974, p. 13).

Although there is little in the literature that specifies themes for various ages of students, there are general guidelines presented by authors who base their writing on Laban's (1963) movement analysis concepts and knowledge of children's characteristics at various ages. Morison (1969) suggests there are several possible ways to start gymnastics and the solution to knowing where to start is knowing or assessing the previous experiences of the students as well as their maturity and ability to understand various concepts. Children around the age of seven or eight years are at the "age of gymnastics" when the elementary body management themes should be started (Mauldon and Layson, 1965). By the time children are nine and ten years of age they should be ready for intermediate themes which provide more challenge whereas children around eleven and twelve years of age should be ready for advanced work if the previous syllabus has been followed. Mauldon and Layson (1965) indicate that the elementary themes provide the foundation for further work but the presentation must be tackled differently for older children and perhaps some work must be condensed. It is possible for children from eight to twelve years of age to work on a variety of body awareness themes over several years. Body awareness themes provide the opportunity for the practice of natural activities and the development of body control. The range of activities can be increased through selection of specific actions for a purpose.

Various authors classify themes differently. A syllabus of work is usually indicated by grouping general themes and suggesting an approximate order of progression for teaching the themes (Holbrook, 1973; Inner London Education Authority, 1965; Kruger and Kruger, 1977; Logsdon, et al., 1977; Mauldon and Layson, 1965; Morison, 1969; Pallett, 1965; Williams, 1974). Some general themes may be experienced as elementary or more complex depending upon the concepts taught and the method of presentation (Logsdon, et al., 1977). "The reason for selecting any theme is related to the ability of a class to understand the concepts on which the theme is based" along with the physical ability and the ". . . extent of the movement experience of the class" (Morison, 1969, p. 155). Thus, a very rigid syllabus is usually avoided. A synopsis of introductory, intermediate and advanced work will summarize the suggested progressions.

Introductory themes place an emphasis on what the body is doing. There is a stress on the development of control in balancing and transferring weight from place to place or from certain body parts to other body parts. Use of the body in bending, stretching and twisting actions develop an awareness of what the whole body can do. Control of speed, tension and effort and careful use of space are stressed to enrich the body awareness themes. The relationship to apparatus is primarily exploratory and children share space and equipment rather than work directly together. Themes selected for introductory or elementary work are: locomotion or movement and stillness (Holbrook, 1973; Kruger and Kruger, 1977; Mauldon and Layson, 1965; Morison, 1969; Williams, 1974), simple balancing or weight bearing, transference of weight and jumping (I.L.E.A., 1965; Kruger and Kruger, 1977; Mauldon and Layson, 1965;

Morison, 1969; Williams, 1974), curling and stretching (Holbrook, 1973; I.L.E.A., 1965; Morison, 1969), twisting (I.L.E.A., 1965; Morison, 1969), lifting and lowering (I.L.E.A., 1965), use of legs and feet (Kruger and Kurger, 1977; Williams, 1974), body shapes (Mauldon and Layson, 1965), parts meeting and changes of speed (Williams, 1974). It should be noted that curling, stretching, twisting and body shapes are themes that some authors include as intermediate work.

Intermediate work stresses skillful use of body parts, clarity of body shape and includes challenging balances and flight. There is an increased emphasis on the use of appropriate timing and effort to develop smooth flowing movement. Relationships to people and to apparatus add further challenge by applying theme concepts in the development of sequences with others with or without apparatus. Suggested intermediate themes include: body shapes (I.L.E.A., 1965; Kruger and Kruger, 1977; Morison, 1969; Williams, 1974), symmetry and asymmetry (Holbrook, 1973; I.L.E.A., 1965; Kruger and Kruger, 1977; Mauldon and Layson, 1965; Morison, 1969), on and off balance (Holbrook, 1973; Kruger and Kruger, 1977; Morison, 1969; Williams, 1974), stretching and curling (Mauldon and Layson, 1965), twisting and turning (Holbrook, 1973; Kruger and Kruger, 1977; Mauldon and Layson, 1965; Williams, 1974), flight (Kruger and Kruger, 1977; Morison, 1969; Williams, 1974), simultaneous and successive movement (Morison, 1969), use of body surfaces and use of levels and directions (Kruger and Kruger, 1977; Williams, 1974). Some authors suggest that successive and simultaneous movement, losing and recovering balance and symmetry and asymmetry be included in advanced work.

Advanced work involves full exploitation of spatial and dynamic aspects of movement in combination with other aspects of movement. Two or more movement concepts can be joined together and explored to their fullest. Group and partner work can be included and apparatus arrangements may become more complex. Advanced themes usually deal with: flight and balance (I.L.E.A., 1965; Mauldon and Layson, 1975; Morison, 1969), special use of selected body parts (I.L.E.A., 1965; Williams, 1974), simultaneous and successive movement (I.L.E.A., 1965; Morison, 1969), rhythm and movement phrasing (I.L.E.A., 1965; Kruger and Kruger, 1977; Mauldon and Layson, 1965; Morison, 1969; Williams, 1974), circling, swinging and momentum (I.L.E.A., 1965), body shapes (Mauldon and Layson, 1965), symmetry and asymmetry (Williams, 1974) and various combinations of two or more of these ideas (Kruger and Kruger, 1977; Morison, 1969).

Children in grades four through six are developmentally ready to work toward increased awareness and control of their body (Corbin, 1973). Growth and development is usually a steady progression until adolescence and there is improvement in the ability to do motor tasks as age increases (Corbin, 1973; Cratty, 1970; Espenschade and Eckert, 1967). Strength, endurance, coordination and flexibility are continually improving (Burton, 1977). Cratty (1970) and Espenschade and Eckert (1967) report that boys tend to be stronger than girls in tasks using hands, arms, feet and legs but girls tend to do better than boys at rhythmical coordination tasks. A child may be more flexible in some body regions than others and flexibility tends to decrease with age. "Balance seems to mature toward the end of the twelfth year in most children" (Cratty, 1970, p. 212). Children in this are range are ready to work toward refining their movement because of their increased muscular and neurological development (Corbin, 1973; Espenschade, 1967).

Vigorous activities stressing cardiorespiratory endurance, exercise for all muscle groups and an increase in flexibility can be recommended for this age group (Espenschade, 1967; Kirchner, 1978). The psychological and social development of children in this age range suggest that activities can become complex and challenging through the provision of partner and group situations, an emphasis on concepts and principles related to movement patterns, problem-solving techniques and by allowing children to contribute to the learning situation (Kirchner, 1978; Mitchell, 1973). Working with a gymnastics theme should provide the teacher and the children logical progression and purpose to movement through which individuals can relate concepts and develop quality movement patterns.

Morison (1969) suggests that themes are cumulative in the sense that experience gained from each can be incorporated into others and that repetitions be made with a new emphasis. Revisiting a theme allows for the use of higher level concepts and new challenges to help children achieve greater skill and understanding (Logsdon, et al., 1977). The grade four, five or six teacher is faced with the task of selecting a theme that is appropriate for all of the individuals in a class. Classes that show variety and quality of movement in the elementary themes will be ready for work on themes that require more precise movement patterns. However, if the class has had little gymnastics experience then the elementary body management ideas must be covered in a manner appropriate to their development and maturity (Mauldon and Layson, 1965). In this case a theme must be selected that can easily condense elementary body management ideas and present them in a challenging manner.

A theme called "body shapes" could be appropriate for experienced or inexperienced classes because the teacher would have flexibility in selecting concepts from the theme which are simple or more complex. Exploration of all the possible shapes the body can make would help students increase awareness of what their body can do. This theme has a definite body focus as shapes result from the basic movements of the body in curling, stretching and twisting. Elementary body management ideas can be reviewed as shapes are used in balances and in transferring weight from place to place. This theme would help students ". . . to clarify both the purpose and the execution of actions . . . " (Morison, 1969, p. 94). Stanley (1969) suggests that awareness of bodily form should be improved by the time children reach grade four. Suitable themes can stress the influence of body shape on various bases of support and on transferring weight, the control of body parts and thus body shape during actions, the use of definite body shapes and mirroring and matching shapes with a partner (Stanley, 1969).

The teacher must have a clear idea of the content of the theme before attempting to teach it (Logsdon, et al., 1977). The movement material for a theme can be analyzed into elements relating to movement analysis factors (Gilliom, 1970; Kruger and Kruger, 1977; Williams, 1974). Gilliom (1970) developed a hierarchy of knowledge for a theme by applying Taba's (1962) framework which outlines the concept, the major ideas and the facts. The task of outlining the body of knowledge for a theme can be accomplished in a variety of ways. The major consideration is that the generalizations and concepts relating to the theme are clearly outlined. From this body of knowledge teachers can select appropriate content for lessons which have structure and progression.

The material for the theme "body shapes" can be described by outlining major ideas or generalizations and identifying related concepts on how body shapes can influence or be influenced by various aspects of movement. Components from the four areas of movement analysis can provide the basis upon which concepts are drawn (Logsdon, et al., 1977). The focus of this theme will stress the body aspect of movement more than the spatial, dynamic or relationship aspects. The other factors provide related concepts and enrich the main theme. Major ideas can be elaborated upon by developing related concepts and generalizations which further describe the theme and result in the body of knowledge for the theme. Morison (1969) suggests that the teacher select concepts within the body of knowledge according to the needs of the class through careful observation and an understanding of movement. Presenting the concepts in a logical progression and in a meaningful manner becomes the task of the teacher after an understanding of the limits of the theme have been gained (Bean, 1977).

3. CURRICULUM UNIT PLANNING

Jerome Bruner (1966) suggests that the fundamental understandings that give structure to a subject form the curriculum of that subject. He also states that these understandings can be taught at any age as long as they are presented in a manner that compliments the learner's capabilities. Curriculum writers often identify themes about which subjects or experiences could be structured to provide cumulative acquisition of knowledge. Movement theorists state that themes provide a means of building up experience that is cumulative because movement is used in a variety of contexts (Gilliom, 1970; Morison, 1969; Williams, 1974). Each theme uses previous concepts in providing higher level complexity.

The unit of work is a popular means of organizing experiences and content to help pupils integrate their learning (Anderson, 1965; Gilliom, 1970; Goodlad, 1966; Kirchner, 1970; Kruger and Kruger, 1977; Macdonald, Andersen and May, 1965; Taba, 1962; Tyler, 1949; Williams, 1974). Taba (1962) suggests that unit planning is the stage at which many curriculum decisions are faced. Unit planning is generally acknowledged as an important aspect of teaching, however, the review of literature reveals little as to the needs of elementary teachers in this process. Researchers have found that unit planning is difficult for a variety of reasons (Gardner, 1971; Martin, 1965; McClune, 1970; Pylypiw, 1974). The findings of these studies indicate that teachers do plan and consider themselves classroom curriculum developers. The planning may be done in different ways and assistance might be required at various stages according to teacher needs. Pylypiw (1974) found that information about the student, the teacher's background, available resources and provincial guides were influential contributors in the teacher's planning. Martin (1965) and Gardner (1971) found that teachers need resources to help with both subject content and teaching methodology in the process of developing units.

4. UNIT MODELS AND GYMNASTICS

The literature on curriculum development is often directed toward the process of unit planning and several authors have become popular for their analytical descriptions of the tasks involved in making curriculum decisions (Beauchamp, 1975; Goodlad, 1966; Taba, 1962; Tyler, 1949). Beauchamp (1975) suggests that a curriculum is a written document which provides the careful organization of content and methodology to provide a learning environment. He refers to some advantages of unitary packages in curriculum design. They provide careful programming of content and also provide instructional strategies and methods of evaluation. In his descriptive statements about curriculum materials he states that the basic design of a curricular resource is subject centred and includes objectives, subject outlines, instructional materials and pupil activities.

Several curriculum theorists identify the basic tasks of curriculum decision making (Beauchamp, 1975; Goodlad, 1966; Macdonald, 1965; Taba, 1962; Tyler, 1949). Taba (1962) describes most of the generally accepted procedures as follows: (1) diagnosing needs, (2) formulating specific objectives, (3) selecting content, (4) organizing content, (5) selecting learning experiences, (6) organizing learning experiences and (7) evaluation. Taba's (1962) steps expand upon Tyler's (1949) fundamental questions which must be answered in developing a curriculum or plan of instruction. His questions deal with formulating objectives, identifying educational experiences, organizing the experiences and evaluation. Taba (1962) specifically outlines steps for the development of teaching-learning units and suggests that well planned units can form the basis of the larger school curriculum.

Developing a unit plan is one method teachers use for curriculum development. Taba states that ". . . the major criteria of a good curriculum and ideas about organizing the curriculum acquire meaning only as they are applied to some tangible content" (Taba, 1962, p. 345). The process of planning a teaching-learning unit centred around a segment of the total curriculum can be described in systematic steps which assure that recognized elements of curriculum development are applied to achieve a logical sequence.

Curriculum theorists identify various levels of decision making activities and suggest appropriate levels at which teachers may become involved. Goodlad (1966) states that teachers make instructional level decisions while other curricular decisions are made at the ideological, societal and institutional levels. Tyler (1949) suggests teacher decision making is mainly at the level of classroom learning. Taba (1962) indicates that the teaching-learning plan and the development of units is the task of the teacher.

The unit plan involves teacher decisions about learning experiences and subject matter (Anderson, 1965; Taba, 1962; Tyler, 1949). Anderson (1965) states that the unit will show the organization of experiences and content around a goal. It is generally agreed that a combination of subject matter and methodology be included in the development of a unit. The plan should allow flexibility in selection of content and teaching approach to meet individual teacher and student needs.

> Although the particular learning experiences appropriate for attaining objectives will vary with the kind of objectives aimed at, there are certain general principles that apply to the selection of learning experiences, whatever the objectives may be (Tyler, 1949, p. 65).

Tyler's (1949) general principles are: learning experiences must provide opportunity to practice desired behaviors; the student achieve success with or satisfaction from the desired behavior; the desired behavior be within the student's range of ability; different experiences can lead to attaining the same objective, and the same experience can lead to different outcomes.

Gilliom (1970), Kirchner (1970), Kruger and Kruger (1977), Logsdon, et al., (1977) and Williams (1974) attempt to provide readers with information to be applied toward the development of unit plans based upon movement analysis principles. Kirchner (1970) provides comments dealing with organization for teaching movement education and develops lesson plans for themes appropriate for the primary and intermediate grades. Hay (1977) provides lesson plans for elementary grades but does not include a rationale for themes selected or suggestions for variations. Gilliom (1970) provides a rationale for the content of movement education lessons and develops units based upon sets of problems relating to movement analysis concepts. Kruger and Kruger (1977) suggest a format for the development of a lesson or unit around a theme. Logsdon, et al. (1977) suggest basic content material for eight themes along with a sample planning guide for each theme. Williams (1974) specifically deals with educational gymnastics. She provides an explanation of theme analysis and movement material that teachers could use to organize lessons.

Although these authors attempt to use unit planning as part of their presentation most of the material on gymnastics has several gaps in the process suggested by Taba (1962). Some authors attempt to provide suggestions for teachers about themes that are appropriate for various ages of children (Buckland, 1969; Kirchner, 1970; Kruger and Kruger, 1977; Mauldon and Layson, 1965; Morison, 1969; Pallett, 1965; Stanley, 1969; Williams, 1974). These suggestions tend to be brief and generally leave the selection of specific content material up to the teacher based upon observation of the class or class records. Thus, the diagnosing of needs is mentioned in some texts through a discussion of the importance of teacher observation. Gilliom (1970) and Williams (1974) provide objectives for lessons and/or themes. Gilliom (1970) specifically provides generalizations, concepts and facts, whereas Williams (1974) suggests general aims. Most gymnastics authors provide content material which is primarily centred about themes relating to movement analysis principles. The content is intended to provide the teacher with an insight into the subject. Suggestions to help teachers select content material according to the needs of the children again are generally provided or left entirely to the teacher's discretion (Gilliom, 1970; Kirchner, 1970; Logsdon, et al., 1977; Mauldon and Layson, 1965; Williams, 1974). Gilliom (1970), Kruger and Kruger (1977), Logsdon, et al. (1977) and Williams (1974) attempt to provide explanations of possible ways to organize content material. The selection and organization of learning experiences tend to be illustrated by means of lesson plans (Briggs, 1974; Buckland, 1969; Gilliom, 1970; Holbrook, 1973; Kirchner, 1970; Stanley, 1969). Very few texts offer specific suggestions for evaluation. Some texts deal with evaluation through a discussion of how the teacher can assess the children through careful observation (Buckland, 1969; I.L.E.A., 1965; Kirchner, 1970; Mauldon and Layson, 1965; Morison, 1969). Although observation is the tool for evaluation, Williams (1974) provides movement sequence objectives for students to work toward and which would be observed by the teacher and/or the students. Gilliom (1970) provides a checklist for teachers to use in their observations of the class at work. Logsdon, et al. (1977) provide suggestions for the use of several tools to evaluate affective, cognitive and motor performance.

In the review of literature on gymnastics one can generally find descriptions of content material and sample lesson plans. Very little is offered in way of explanation for the selection and organization of content into sequential teaching segments. Very little information is provided on planning lessons in a sequential manner to build upon previous experiences and thus become a unit of work. Ideas are lacking for ways teachers can compare their observations to the objectives as a means of evaluation.

It is recognized that teachers have varying needs in terms of their personal requirements in receiving help to develop an effective unit. Kass and Wheeler (1975) identified three stages of teacher professional growth and indicated that teachers have different concerns depending upon the stage they are at in their development. The stage one teacher tends to dominate classroom activities and is concerned with class control and content competency. The stage two teacher places more emphasis on the teaching environment and instructional strategies. The stage three teacher centres on individual learning problems and improving student performance by focussing upon the individual student's needs. The pre-planned instructional packages that provide content material, objectives and instructional strategies can provide the teacher with the opportunity to achieve goals. Instruction can be adapted by varying the content, pace and teaching method. Some form of rational planning should be undertaken to determine the choice of content and the teaching approach. A curriculum resource should help teachers with both of these aspects of curriculum development.

5. SUMMARY

This chapter has provided a summary of selected literature in the areas of elementary school gymnastics and curriculum unit planning. The information extracted on content material and the process of curriculum unit planning has provided a base for the development of a curriculum resource material for use in this study.

CHAPTER III

THE DESIGN OF THE STUDY

1. INTRODUCTION

The first part of this chapter describes the development of the printed resource material and the accompanying video tape. The second part of the chapter explains the development of the questionnaire and interview schedule as data collection instruments used in this study. The chapter concludes with a description of the sample and data collection procedures.

2. DEVELOPMENT OF THE PRINTED RESOURCE

For this study a resource material was designed to help the teacher plan a functional curriculum unit based upon theoretical considerations and principles. It was organized to provide the teacher with information for making decisions regarding the first six steps Taba (1962) suggests for developing a unit. The planning stage is recognized by curriculum theorists as the initial step to be taken for effective curriculum development. This study focussed upon the pre-planning aspects of unit development.

Nerbovig (1970) suggests that a focus be decided upon to provide for organization and delimitation of a unit. The first concern of the researcher was to select one aspect of the recommended elementary physical education curriculum for the Province of Alberta as the focus of the resource. Since the curriculum guide, Elementary Physical Education (1969), provides teachers with limited information on the gymnastics program, the researcher attempted to elaborate upon available content information. Thus, the first section of the printed resource summarized the aims of the recommended program, identified and elaborated upon selected content material.

The selection of the content material and the description of student characteristics was based upon the general needs of elementary school children between nine and twelve years of age. Therefore, this resource was limited in the amount of distinction made to specific learners. Each teacher needs to make specific application of learning experiences to the needs of their students.

The content material for the selected theme was extensive and was designed to allow the teacher the opportunity to select appropriate concepts for their specific student needs. The content material emphasized the clarification of concepts which the teacher could use to structure learning situations. The resource material provided in-depth content material for one theme by elaborating upon generalizations and related movement concepts. The concepts were derived from extensive research related to the theme. Outline form was adopted to allow for brevity and completeness in the presentation of concepts. This section of the printed resource was more extensive than the previous sections on the aims of gymnastics and the needs of the students because there appeared to be lack of depth in content information provided for teachers in other resources and because of the importance expressed by curricular theorists for teachers to be familiar with subject matter.

After providing selected content material, the next concern of the researcher was the development of suggestions to help the teacher organize content and learning experiences. Taba points out that ". . . the problem of organization . . . is of two dimensions: the organization of content and the organization of learning experiences" (Taba, 1962, p. 291). Often, these two types of organizational problems are solved simultaneously in the planning phase of curriculum development. The printed resource material provided the teacher with suggestions pertaining to the organization of both content and learning experiences for the selected theme. Some of the suggestions related to sequencing of content and experiences in a logical order. The logical succession of concepts from simple to complex and the sequence of prerequisite learnings were taken into consideration in suggesting appropriate steps for the teacher to follow.

The resource material developed for this study was not designed for a known group of students. Continuity, sequence and integration need to be considered in terms of the learner. Organizational suggestions relating to the selection of learning experiences allows the teacher flexibility in determining the kinds of specific experiences likely to achieve objectives. Thus, the suggestions for organization of content and experiences in the resource were provided in general descriptive statements as well as in specific samples from which the teacher could select to meet the needs of the learner.

The assumption that teachers have different concerns provided the researcher with the framework upon which to present organizational suggestions to the teacher. Three formats were designed in the resource to provide the teacher with information on developing a unit. They were developed to enable the teacher the opportunity to select assistance in developing a unit according to their concerns and professional needs.

The first format was sufficiently open-ended to allow for alternatives in content selection and learning experiences. It provided the teacher with descriptive statements concerning content material that logically would be prerequisite to other concepts. Suggestions for organizing the learning experiences were provided through a general discussion on lesson organization.

The second format provided two consecutive sample plans to help the teacher present and organize initial content material. The plans provided suggestions for activities to achieve some aspect of the content material. The suggestions for activities were designed to guide, but not restrict, the teacher by stating specific tasks. Suggestions for further organization of content material were described in a general manner to allow for teacher selection and application to specific needs. Two additional sample plans provided alternative suggestions for presentation of learning experiences.

The third format provided detailed lesson plans to help the teacher organize the content and the learning experiences. The teacher was encouraged to adapt the specific suggestions to the needs of the students by developing some plans further, omitting the presentation of some plans, selecting appropriate activities from the specific tasks presented and/or developing their own tasks based upon the samples given. The first plan was developed into two lesson presentations to provide the teacher with sample alternative presentations for varying student needs. (See Appendix 1.)

3. DEVELOPMENT OF THE VIDEO TAPE

Teachers reading the printed resource receive information based upon theorists in the fields of movement, curriculum development and learning to help them prepare for instruction. However, because of the nature of the subject, movement concepts may be difficult to interpret through a printed resource alone. The teacher who is expected to adopt the movement concepts into their units to meet the needs of the individual children they teach may gain additional insight into the various interpretations of the concepts through a visual medium.

The selected visual medium for the purpose of this study was the half inch, black and white video tape typically used in schools in the Edmonton area and vicinity. The use of video tape had the advantages of being fairly economical and fast in terms of viewing results immediately. Although color would have been preferred, most teachers in pre-service and in-service institutions would have easy access to black and white video tape recording equipment and play back facilities.

The selected content to be illustrated through video tape was an initial concern of the researcher. The printed resource was designed to allow the teacher flexibility to develop a unit in his own way, thus, the video presentation focussed upon children working with the movement concepts related to the theme rather than portraying a typical lesson. To illustrate the main concepts of the selected theme the researcher designed a step-by-step story board for the production of the visual and audio portions of the video tape. The script included an introduction to the theme, comments on specific concepts and suggestions as to how children can use the concepts in varying situations. The script also provided details of the visual component with specific suggestions as to what might happen in the children's movement. Some details of the script were left flexible to allow the researcher to add comments pertinent to unanticipated responses performed by the children.

Ten children were selected from a grade five class at Campbelltown Elementary School in Sherwood Park, Alberta. The grade five class was selected because the researcher had worked with the class throughout the year and knew the children had worked previously with many of the concepts of the selected theme. Five girls and five boys were chosen because of their ability to show a fairly high standard of work in movement in a short period of time. After permission was received from the school system and parents to video tape the children, the researcher and two assistants arranged to work with the children for one practice session and one video taping session. The practice session was designed to familiarize the children with movement situations and concepts with which they would work and to familiarize them with the video tape recording equipment and procedures. Approximately one hour was devoted to each session and sessions followed on consecutive days, June 16 and 17, 1977. Although the children were directed in using specific concepts in varying situations, they were allowed freedom in selecting their own individual ways of moving in response to movement tasks set by the researcher. The researcher edited the visual component of the video tape to eliminate unnecessary repetition of movement or poor filming. The script was finalized by adding comments related to the children's movements and then the narration was dubbed onto the tape. Every attempt was made to keep the video tape brief, related to concepts presented in the printed resource and realistic in terms of children's natural movement. (See Appendix 2.)

4. USE OF QUESTIONNAIRE AND INTERVIEW AS DATA COLLECTING METHODS

This study used two methods of data collection: questionnaire responses and individual interviews. These two methods are frequently used in descriptive research when there is interpretation of the significance of something being described. "Because each type of data gathering device has its own particular bias, there is merit in supplementing one with another to counteract bias and generate more adequate data" (Best, 1970, p. 161). Questionnaire responses for this study were supplemented with personal interviews to probe, verify and elaborate upon information regarding the significance of the developed resource material.

The researcher sought the beliefs, feelings or opinions of the respondent regarding the material developed. A rating scale and free response format were developed to solicit information about specific aspects of the resource material and allow for the respondent to clarify or elaborate upon his opinions. In an attempt to avoid the halo effect, the main characteristics of the resource material were described as clearly as possible and the respondent rated only those characteristics that were included in the resource. Respondents had the opportunity to comment on aspects of the resource and other characteristics they felt were of importance. The use of the rating scale allowed for brevity and objectivity. The open-form questions allowed for greater depth of response and unanticipated responses.

Interview technique was used in this study to supplement data gathered from the questionnaire responses. The interview schedule questions allowed for clarification of questionnaire responses as well as probing for additional significant information regarding the resource material developed for the study. Each interview was tape recorded to allow for ease of discussion and the opportunity to review comments following the interview. Interviewer bias was avoided by following the schedule of questions and probing without giving the investigator's opinion. The anonymity of the respondent was stressed in the use of the interview and the questionnaire to allow the respondent to answer freely.

5. DEVELOPMENT OF THE QUESTIONNAIRE

Items for the questionnaire were developed in relation to three areas of concern to the investigator:

A. The respondent's teaching experience and background in educational gymnastics.

B. The respondent's perception of the effectiveness of the resource in meeting pre-established objectives.

C. The respondent's perception of the potential utility of the resource.

Specific items were developed for each of the three areas. Questions related to the respondent's background solicited information regarding sex, years of teaching experience, experience teaching gymnastics, post-secondary education and sources of information used by the respondent pertaining to educational gymnastics. Questions regarding the objectives of the resource and the degree of usefulness of the resource were modeled after the resource outline. Additional comments were solicited throughout the questionnaire and general questions at the end of the questionnaire pertained to the resource as a whole.

The "Likert Method" of scoring requires the respondent to select one of the following responses: strongly agree, agree, undecided, disagree, strongly disagree. A similar scale was provided in this study to allow for an immediate response. Written comments were solicited throughout the questionnaire. (See Appendix 3.)

6. DEVELOPMENT OF THE INTERVIEW SCHEDULE

Interviewing was selected as the method to extend the findings of the questionnaire. The interview schedule was designed using the questionnaire items as the basis for soliciting information.

The initial items were designed to encourage the respondent to relax and to express himself freely by discussing the respondent's personal experience. They also sought to gain clarity of the respondent's background.

Questions related to information about the resource were designed to elicit the opinion of the respondent regarding objectives of the author for writing each section of the resource. Additional clarity was sought by stressing the author's objectives rather than the perceived usefulness of each section of the resource.

Items seeking the respondent's opinion regarding the degree of usefulness were designed to elicit reasons for the selection of response.

Additional comments were sought for further elaboration by the respondent and were used to conclude the interview. (See Appendix 4.)

7. THE SAMPLE

The population for this study consisted of potential teachers of grades four, five or six physical education. The sample was restricted to teachers in the Edmonton area and vicinity to allow for maximum use of personal contact in the delivery and retrieval of resource materials and questionnaires and for reduction of travelling when conducting interviews. Only experienced teachers who wished, due to interest, to review a resource on gymnastics for grades four to six were included in the study. This avoided including teachers who had no intention of using such resources.

A total of ten practicing teachers from the field volunteered and were involved in the study. Twenty-five potential teachers registered in a course in educational gymnastics were included in the study; fourteen of these respondents had previous teaching experience and eleven respondents had no teaching experience. Table I provides an analysis of respondents used in this study.

8. DATA COLLECTION PROCEDURES

Permission was obtained to circulate a notice to teachers in the Edmonton Public and Edmonton Separate School Systems, the County of Leduc, Sturgeon School Division, County of Strathcona, Devon School District, Spruce Grove School District and the St. Albert School District. The notice seeking volunteer teachers was distributed in early June, 1977. Teachers were promised a free copy of the written resource material if they agreed to examine and discuss it in an interview in early July. All teachers who volunteered were personally delivered a

TABLE I

ANALYSIS OF RESPONDENTS TO THE QUESTIONNAIRE

Responses		Experienced Teachers in Field	Experienced Teachers in Course	Pre-service Teachers in Course
Respondents		10	14	11
Sex	Male	8	5	1
	Female	2	9	10
Teaching Experience	0 years			11
	1 year		2	
	2-5 years	3	6	
	6-10 years	4	3	
	11+ years	3	3	
Experience Teaching Div. II Gymnastics	0 years	4	7	11
	1 year		2	
	2-5 years	2	5	
	6-10 years	2		
	11+ years	2		
Courses Taken on Educational Gymnastics	None	3		
	One	4	6	3
	Two	1	5	5
	Three+	2	3	3

copy of the resource material and the questionnaire during the last week of June and the first week of July. The teachers were telephoned by the investigator at least one week after the delivery of the resource to arrange a suitable date and time for an interview. The ten interviews took place during the month of July, 1977 at the University of Alberta.

Personal contact with the interview subjects followed a well defined procedure. After introductions the interview subject was shown the video tape that was developed to accompany the resource material. The subject was given time to complete the questionnaire before the interview schedule questions were given. The interview was tape recorded using a cassette tape recorder with the subject's permission. Background information regarding the study was provided and the subject was assured anonymity.

The investigator contacted students registered in MOV 351, Educational Gymnastics, during the first week of the course during Summer Session, 1977, at the University of Alberta. Volunteers were asked to review the resource material and accompanying video tape and complete the questionnaire. Students who volunteered received a questionnaire. Ten copies of the written resource and a copy of the video tape were made available to the volunteer students through the Education Library services. Students were requested to complete the questionnaire and deliver it to their instructor before the end of the three week course. Twenty-five questionnaires were received.

9. SUMMARY

The chapter sets forth the design of the study and procedures followed. The development of the printed resource and video tape and accompanying questionnaire and interview items were described. A description of the sample population and methods of data collection employed conclude the chapter.

CHAPTER IV

FINDINGS OF THE STUDY

1. INTRODUCTION

The purpose of this chapter is to present a detailed analysis of the data gained through responses to the questionnaire and interviews.

The first part of the chapter provides percentage scores for the responses to the questionnaire. The total population for this study was divided into the following three groups:

(a) Experienced teachers in the field from the school systems; all of these teachers responded to the questionnaire and were interviewed;

(b) Experienced teachers enrolled in a course on educational gymnastics;

(c) Pre-service teachers with no teaching experience who were enrolled in a course on educational gymnastics.

The percentages represent the total for each of the above groups and for all three groups combined.

The second part of this chapter provides a description of teachers' personal attitudes toward the objectives of the resource, the potential usefulness of the resource and a summary of additional comments.

2. DESCRIPTION OF RESPONSES TO THE QUESTIONNAIRE

In using the questionnaire the researcher attempted to obtain information on teachers' attitudes toward the design of a gymnastics resource material. Questions were grouped according to the focus of the resource content material. Comments made in writing or verbally during the interview were reported as representative of attitudes pertaining to the questions. The first group of questions dealt with the objectives of the resource material. The second group of questions dealt with the perceived usefulness of the resource material. The findings for each item have been summarized with percentages and followed by representative teacher comments.

3. THE TEACHERS' ATTITUDES TOWARD THE OBJECTIVES OF THE RESOURCE MATERIAL

The responses to the eight questions in this group describe the teachers' attitudes toward the degree to which the material met the objectives of the researcher. The respondent selected one of five responses and added comments if they wished. The five categories respondents selected from were: (1) excellent, (2) very well, (3) fairly clear, (4) difficult to tell, and (5) did not meet the objective. The questions in this group were included as Part B of the questionnaire.

Background Information, Item I, A: Gymnastics in the Elementary School. In reference to the description of the gymnastics program it was noted that the majority of teacher responses fell into the category of "excellent" (40 percent) or "very well" (40 percent). Thus, a total of eighty percent felt the author met the objective of describing the gymnastics program as prescribed by the Alberta Department of Education.

As a group, the pre-service teachers had the highest percentage of responses, falling into the category of "very well" or "excellent" (82 percent). The majority of responses from the experienced teachers enrolled in a gymnastics course fell into the same two categories (57 percent). The majority of responses from the experienced teachers in the field fell into these same two categories (50 percent), however, many of their responses fell into the category "fairly clear" (40 percent).

The teachers in general felt that the aim of the gymnastics program was satisfactory. Table II shows the complete percentage breakdown of responses to Item I, A.

Background Information, Item I, B: General Content Material for Gymnastics Themes. The majority of the sample indicated that the general content material for gymnastics themes was "excellent" in meeting the researcher's objective (74 percent). As a group, the experienced teachers in the gymnastics course had the highest percentage indicating this section of the resource was "excellent" in meeting its objective (93 percent). Table III shows the percentage breakdown of responses to Item I, B.

Although the majority of responses to the background information on gymnastics in the elementary school fell into the category "very well" or "excellent" some teachers made additional comments. A number of teachers indicated they liked the charts. A few teachers indicated there could be problems understanding terminology. Some teachers indicated this section provided a good review and the theory became clearer in the content material for the theme on shapes.

TABLE II

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM I, A. Gymnastics in the Elementary School.

Population	Excellent	Very Well	Fairly clear	Difficult to Tell	Did Not Meet Objective	Majority Attitude
Total Population (N=35)	40	40	17	0	3	Very Well-Excellent
Experienced Teachers in the Field (N=10)	30	20	40	0	10	Very Well-Excellent
Experienced Teachers in Course (N=14)	57	43	0	0	0	Excellent
Total Experienced Teachers (N=24)	46	33	17	0	4	Excellent
Pre-Service Teachers in Course (N=11)	27	55	18	0	0	Very Well

TABLE III

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM I, B.
General Content Material for Gymnastic Themes.

Population	Excellent	Very Well	Fairly clear	Difficult to Tell	Did Not Meet Objective	Majority Attitude
Total Population (N=35)	74	20	3	0	3	Excellent
Experienced Teachers in Field (N=10)	60	20	10	0	10	Excellent
Experienced Teachers in Course (N=14)	93	7	0	0	0	Excellent
Total Experienced Teachers (N=24)	79	13	4	0	4	Excellent
Pre-Service Teachers in Course (N=11)	64	36	0	0	0	Excellent

Background Information, Item II: Themes for Division Two Students. In reference to the objective of describing children from nine to twelve years of age and relating appropriate gymnastics themes the majority of teacher responses fell into the category "very well" (49 percent). However, almost a quarter of the sample had responses in the "excellent" category and another quarter of the sample had responses in the "fairly clear" category. Most of the responses from the experienced teachers fell into the category "very well" (50 percent). Forty-five percent of the pre-service teachers had responses falling into this same category. Table IV shows the percentage breakdown of responses to Item II.

Although the majority of teachers felt the information on themes for Division Two students was adequate, some teachers had suggestions to improve upon the information provided. Several teachers indicated that a progressive development of themes should be included. The use of a list or chart was mentioned as a possible method of displaying themes from introductory to more advanced work. To improve information on the characteristics of children, teachers suggested that specific details pertaining to the physical needs of children be supplied; e.g., flexibility, strength, ability to work with partners.

Background Information, Item III, A: Content Material, Theme of Body Shapes. The majority of teachers in a gymnastics course had responses to indicate that the content information on the selected theme was "excellent" for increasing their knowledge of the theme (79 percent--experienced teachers; 55 percent--pre-service teachers). Most (40 percent) of the experienced teachers in the field had responses that agreed that

TABLE IV

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM II.
Themes for Division Two Students.

Population	Excellent	Very Well	Fairly clear	Difficult to Tell	Did Not Meet Objective	Majority Attitude
Total Population (N=35)	26	49	23	3	0	Very Well
Experienced Teachers in Field (N=10)	20	50	20	10	0	Very Well
Experienced Teachers in Course (N=14)	29	50	21	0	0	Very Well
Total Experienced Teachers (N=24)	25	50	21	4	0	Very Well
Pre-Service Teachers in Course (N=11)	27	45	27	0	0	Very Well

this section was "excellent," however, many responses fell into the category of "very well" (30 percent) or "fairly clear" (20 percent). Table V shows the percentage breakdown of responses to Item III, A.

Several teachers suggested that this section was extensive but good. Some felt the terminology made this "heavy reading for the average teacher." Although the point form was easy to follow, some teachers felt that charts, diagrams or photographs would help clarify content material.

Background Information, Item III, B: Video Tape, Theme of Body Shapes. The majority of teachers in the sample felt that the video tape met the objective of showing children working with the theme concepts. The majority of teachers in the field had responses indicating that the tape was "excellent" in meeting the objective (60 percent). However, fewer teachers in the course agreed. Forty-five percent of pre-service teachers and fourteen percent of experienced teachers in the course had responses that agreed that the video tape was "excellent." Most responses from the experienced teachers in the course fell into the category "very well" (57 percent). Table VI shows the percentage breakdown of responses to Item III, B.

Almost half of the sample included comments that suggested the video tape helped clarify desired student behavior. A few teachers suggested that production and editing of the tape could have been improved. Of the teachers who were interviewed, few indicated they would like to see a typical lesson using the theme (14 percent of the sample).

TABLE V

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM III, A. Content Material for a Selected Theme: Body Shapes.

Population	Excellent	Very Well	Fairly clear	Difficult to Tell	Did Not Meet Objective	Majority Attitude
Total Population (N=35)	60	31	6	3	0	Excellent
Experienced Teachers in Field (N=10)	40	30	20	10	0	Excellent
Experienced Teachers in Course (N=14)	79	21	0	0	0	Excellent
Total Experienced Teachers (N=24)	63	25	8	4	0	Excellent
Pre-Service Teachers in Course (N=11)	55	45	0	0	0	Excellent

TABLE VI

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM III, B.
Video Tape--Theme: Body Shapes.

Population	Excellent	Very Well	Fairly clear	Difficult to Tell	Did Not Meet Objective	Majority Attitude
Total Population (N=35)	37	37	14	3	0	Very Well-Excellent
Experienced Teachers in Field (N=10)	60	30	0	10	0	Excellent
Experienced Teachers in Course (N=14)	14	57	21	0	0	Very Well
Total Experienced Teachers (N=24)	33	46	13	4	0	Very Well
Pre-Service Teachers in Course (N=11)	45	18	18	0	0	Excellent

Suggestions for Teachers to Use in Developing a Unit of Lessons on the Theme, Item I, Format A. In reference to Format A, providing suggestions for organizing the content material into lessons, it was noted that the majority of teacher responses fell into the category "very well" (51 percent). Thirty-four percent of the total sample had responses indicating that this section was "excellent" in meeting the objective. Most of the teachers with experience (40 percent--teachers in the field; 64 percent--teachers in course) had responses indicating that this section was "very good" while pre-service teachers had responses in the "very good" or "excellent" categories (45 percent). Responses from thirty percent of the experienced teachers in the field fell into the category "did not meet the objective" or "difficult to tell." Table VII shows the percentage breakdown of responses to Item I, Format A.

Almost a quarter of the teachers in the sample made comments to reflect their opinion that Format A was for "those teachers with lots of background" (23 percent). Some teachers made comments suggesting that content material should be presented separately from lesson organization details.

Suggestions for Teachers to Use in Developing a Unit of Lessons on the Theme, Item II, Format B. The majority of the teachers in the sample had responses indicating that this format was "excellent" in providing sample lesson plans along with suggestions for progressive development of lesson plans (51 percent). Fifty percent of the experienced teachers had responses that agreed this section was "excellent" in meeting the objective. A higher majority of pre-service teachers had responses indicating that this section was "excellent" (55 percent).

TABLE VII

PERCENTAGE BREAKDOWN OF RESPONSES TO SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME, ITEM I, FORMAT A.
Suggestions for Organizing Content Material into Lessons.

Population	Excellent	Very Well	Fairly clear	Difficult to Tell	Did Not Meet Objective	Majority Attitude
Total Population (N=35)	34	51	6	6	3	Very Well
Experienced Teachers in Field (N=10)	20	40	10	20	10	Very Well
Experienced Teachers in Course (N=14)	36	64	0	0	0	Very Well
Total Experienced Teachers (N=24)	29	54	4	8	4	Very Well
Pre-Service Teachers in Course (N=11)	45	45	9	0	0	Very Well-Excellent

Thirty percent of the responses from the experienced teachers in the field fell into the category "fairly clear." Table VIII shows the percentage breakdown of responses to Item II, Format B.

A few teachers provided comments which indicated that this format provided lesson format and progression directly related to the theme. One teacher said it was a good idea to provide sample lessons for two types of classes.

Suggestions for Teachers to Use in Developing a Unit of Lessons on the Theme, Item III, Format C. A strong majority of the sample had responses indicating that this format was "excellent" in meeting the objective of providing sample progressive lesson plans (69 percent). Table IX shows the percentage breakdown of responses to Item III, Format C.

A few comments from teachers indicated that this format leaves very little work for the teacher. One teacher added that this format was too detailed.

4. THE TEACHERS' ATTITUDES TOWARD THE DEGREE OF USEFULNESS OF THE RESOURCE MATERIAL

The responses to the twelve questions in this group describe the degree to which the teachers felt the material in the resource would help in their planning of a gymnastics unit. The respondent selected one of five responses and added comments if they wished. The five categories to select from were: (1) extremely useful in planning lessons, (2) frequently useful, (3) occasionally useful, (4) seldom useful, and (5) never useful.

TABLE VIII

PERCENTAGE BREAKDOWN OF RESPONSES TO SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME, ITEM II, FORMAT B.
Sample Plans and Suggestions for Developing Progressive Lessons.

Population	Excellent	Very Well	Fairly clear	Difficult to Tell	Did Not Meet Objective	Majority Attitude
Total Population (N=35)	51	37	11	0	0	Excellent
Experienced Teachers in Field (N=10)	50	20	30	0	0	Excellent
Experienced Teachers in Course (N=14)	50	50	0	0	0	Very Well-Excellent
Total Experienced Teachers (N=24)	50	38	13	0	0	Excellent
Pre-Service Teachers in Course (N=11)	55	36	9	0	0	Excellent

TABLE IX

PERCENTAGE BREAKDOWN OF RESPONSES TO SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME, ITEM III, FORMAT C. Sample, Progressive Lesson Plans.

Population	Excellent	Very Well	Fairly clear	Difficult to Tell	Did Not Meet Objective	Majority Attitude
Total Population (N=35)	69	29	3	0	0	Excellent
Experienced Teachers in Field (N=10)	70	20	10	0	0	Excellent
Experienced Teachers in Course (N=14)	64	36	0	0	0	Excellent
Total Experienced Teachers (N=24)	67	29	4	0	0	Excellent
Pre-Service Teachers in Course (N=11)	73	27	0	0	0	Excellent

Background Information, Item I, A: Aims of Gymnastics. In reference to the information on the general aims of gymnastics for the elementary school grades, the majority of teacher responses fell into the category "extremely useful" (34 percent) or "frequently useful" (40 percent). Most experienced teachers in the field had responses indicating they would find this information "extremely useful" (40 percent). The majority of experienced teachers in the course had responses indicating they would find this information "frequently useful" (43 percent) or "extremely useful" (36 percent). The majority of pre-service teachers had responses indicating this information would be "frequently useful" in planning lessons (55 percent). Table X shows the percentage breakdown of responses to Item I, A.

Background Information, Item I, B: Main Aspects of Movement. The majority of the sample had responses that indicated the information on movement analysis would be "extremely useful" in planning lessons (54 percent). Experienced teachers in the field presented the highest percentage of responses agreeing that this information would be "extremely useful" (60 percent). Table XI shows the percentage breakdown of responses to Item I, B.

Background Information, Item I, C: Gymnastic Themes. The majority of teachers had responses that indicated the information in this section would be "extremely useful" in planning lessons (57 percent). Experienced teachers (64 percent) and pre-service teachers (55 percent) provided most of the responses in the category "extremely useful." Most of the remaining teacher responses in all groups fell into the category

TABLE X

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM I, A.
Aim of Gymnastics.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	34	40	20	6	0	Frequently Useful
Experienced Teachers in Field (N=10)	40	20	20	20	0	Extremely Useful
Experienced Teachers in Course (N=14)	36	43	21	0	0	Frequently Useful
Total Experienced Teachers (N=24)	38	33	21	8	0	Extremely Useful
Pre-Service Teachers in Course (N=11)	27	55	18	0	0	Frequently Useful

TABLE XI

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM I, B. Main Aspects of Movement.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	54	37	6	3	0	Extremely Useful
Experienced Teachers in Field (N=10)	60	20	10	10	0	Extremely Useful
Experienced Teachers in Course (N=14)	50	50	0	0	0	Frequently-Extremely Useful
Total Experienced Teachers (N=24)	54	38	4	4	0	Extremely Useful
Pre-Service Teachers in Course (N=11)	55	36	9	0	0	Extremely Useful)

"frequently useful." Table XII shows the percentage breakdown of responses to Item I, C.

Teachers who commented on background information about gymnastics in the elementary school tended to say it was a good review. Many teachers said they would refer to the chart material often.

Background Information, Item II, A: General Characteristics of the Children. In reference to the general information on children in grades four, five and six, the majority of teacher responses fell into the category "frequently useful" (46 percent) or "occasionally useful" (34 percent). Some experienced teachers indicated they would seldom use this information (10 percent of teachers in the field; 14 percent of teachers in the course). Table XIII shows the percentage breakdown of responses to Item II, A.

Background Information, Item II, B: Themes Appropriate for Division Two. In reference to the information on themes for Division Two students it was noted that responses from almost half of the sample fell into the category "frequently useful" (46 percent). Responses from pre-service and experienced teachers in the course presented the largest percentages falling into the category "frequently useful." Teachers in the field were evenly divided in their opinion. Almost one-third of their group said the information would be "extremely useful"; another third said it would be "frequently useful" and another third said it would be "occasionally useful." Table XIV shows the percentage breakdown of responses to Item II, B.

Teachers who commented on information on themes indicated they

TABLE XII

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM I, C. Gymnastic Themes.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	57	34	6	3	0	Extremely Useful
Experienced Teachers in Field (N=10)	50	30	10	10	0	Extremely Useful
Experienced Teachers in Course (N=14)	64	29	7	0	0	Extremely Useful
Total Experienced Teachers (N=24)	58	29	8	4	0	Extremely Useful
Pre-Service Teachers in Course (N=11)	55	45	0	0	0	Extremely Useful

TABLE XIII

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM II, A.
General Characteristics of the Children.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	11	46	34	9	0	Frequently Useful
Experienced Teachers in Field (N=10)	10	50	30	10	0	Frequently Useful
Experienced Teachers in Course (N=14)	14	43	29	14	0	Frequently Useful
Total Experienced Teachers (N=24)	13	46	29	13	0	Frequently Useful
Pre-Service Teachers in Course (N=11)	9	45	45	0	0	Frequently-Occasionally Useful

TABLE XIV

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM II, B.
Themes Appropriate to Division Two.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	31	46	20	0	3	Frequently Useful
Experienced Teachers in Field (N=10)	30	30	30	0	10	
Experienced Teachers in Course (N=14)	36	50	14	0	0	Frequently Useful
Total Experienced Teachers (N=24)	33	42	21	0	4	Frequently Useful
Pre-Service Teachers in Course (N=11)	27	55	18	0	0	Frequently Useful

would find a list or chart most useful. Some said they wanted information of a progressive nature. A few teachers said they didn't need any more information about children because "most teachers know what their children are like."

Background Information, Item III, A: Definition of the Theme of Body Shapes. Of the total sample, almost half had responses that indicated they would find the information introducing the theme of body shapes "extremely useful" (46 percent) and many responses fell into the category "frequently useful" (37 percent). More teachers without experience (55 percent) had responses indicating that the information would be "extremely useful" than did experienced teachers. Half of the experienced teachers in the field had responses falling into the category "frequently useful." Table XV shows the percentage breakdown of responses to Item III, A.

Background Information, Item III, B: Major Ideas for the Theme of Body Shapes. The majority of teachers had responses that indicated the content information on generalizations and major concepts for the theme of body shapes would be "extremely useful" (66 percent). Preservice teachers in the course presented the strongest majority of responses agreeing that this information would be "extremely useful" (73 percent). Experienced teachers also felt that the information would be "extremely useful" (63 percent). Table XVI shows the percentage breakdown of responses to Item III, B.

TABLE XV

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM III, A. Definition of the Theme: Body Shapes.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	46	37	11	6	0	Extremely Useful
Experienced Teachers in Field (N=10)	40	50	0	10	0	Frequently Useful
Experienced Teachers in Course (N=14)	43	29	21	7	0	Extremely Useful
Total Experienced Teachers (N=24)	42	38	13	8	0	Extremely Useful
Pre-Service Teachers in Course (N=11)	55	36	9	0	0	Extremely Useful

TABLE XVI

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM III, B.
Major Ideas for the Theme: Body Shapes.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	66	26	6	3	0	Extremely Useful
Experienced Teachers in Field (N=10)	60	30	0	10	0	Extremely Useful
Experienced Teachers in Course (N=14)	64	29	7	0	0	Extremely Useful
Total Experienced Teachers (N=24)	63	29	4	4	0	Extremely Useful
Pre-Service Teachers in Course (N=11)	73	18	9	0	0	Extremely Useful

Background Information, Item III, C: Related Concepts for the Theme of Body Shapes. Of the total sample, most teachers had responses that indicated they would find the content information on specific concepts for the theme "extremely useful" (60 percent). Experienced and pre-service teachers in the course had responses indicating this information would be "extremely useful" (64 percent). However, only half of the responses from experienced teachers in the field fell into the category "extremely useful" (50 percent). Most other responses fell into the category "frequently useful." Table XVII shows the percentage breakdown of responses to Item III, C.

Background Information, Item III, D: Video Tape. In reference to the usefulness of the video tape, it was noted that most responses fell into the category "frequently useful" (40 percent). Many teachers felt the video tape would be "extremely useful" (26 percent) and many responses fell into the categories "occasionally useful" or "seldom useful" (26 percent). Experienced teachers in the field presented the largest group with responses falling into the category "frequently useful" (50 percent). However, just over one-third of the respondents in the course had responses falling into the category "frequently useful" (36 percent). Table XVIII shows the percentage breakdown of responses to Item III, D.

Some of the teachers who commented on the information provided for the selected theme of body shapes indicated that the information was very good and extensive but perhaps too much for the average teacher. The use of chart form was suggested. Some of the teachers said they would use the information to select different concepts for different

TABLE XVII

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM III, C. Related Concepts for the Theme: Body Shapes.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	60	37	0	3	0	Extremely Useful
Experienced Teachers in Field (N=10)	50	40	0	10	0	Extremely Useful
Experienced Teachers in Course (N=14)	64	36	0	0	0	Extremely Useful
Total Experienced Teachers (N=24)	58	38	0	4	0	Extremely Useful
Pre-Service Teachers in Course (N=11)	64	36	0	0	0	Extremely Useful

TABLE XVIII

PERCENTAGE BREAKDOWN OF RESPONSES TO BACKGROUND INFORMATION, ITEM III, D.
Video Tape.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	26	40	17	9	0	Frequently Useful
Experienced Teachers in Field (N=10)	30	50	10	10	0	Frequently Useful
Experienced Teachers in Course (N=14)	21	36	21	14	0	Frequently Useful
Total Experienced Teachers (N=24)	25	42	17	13	0	Frequently Useful
Pre-Service Teachers in Course (N=11)	27	36	18	0	0	Frequently Useful

classes or grades. One teacher (3 percent of the sample) indicated that this information would be used more than the suggestions for developing a unit. Most teachers that commented on the video tape said it helped to clarify desired behaviors on the part of the students. A small group of five teachers (14 percent of the sample) said they would prefer to see a typical lesson presented via video tape.

Suggestions for Teachers to Use in Developing a Unit of Lessons on the Theme, Item I, Format A. Of the total sample, most teachers had responses indicating that the information providing suggestions for organizing the content material into lessons would be "extremely useful" (43 percent). Many responses fell into the categories "frequently useful" or "occasionally useful." Most pre-service teachers indicated that this information would be "extremely useful" (64 percent). Most of the responses from experienced teachers in the course fell into the categories "frequently useful" or "occasionally useful." However, responses from most experienced teachers in the field fell into the category "occasionally useful." About one-third of the responses from this group fell into the category "frequently useful" or "extremely useful" (30 percent). Table XIX shows the percentage breakdown of responses to Item I, Format A.

Teachers who indicated that Format A would be most useful to them said it allowed the most flexibility for developing their own lessons. Some felt that together with the major ideas and related concepts there was more information on the theme in this format. Many teachers felt that this format would be used by teachers who have lots of background in the area.

TABLE XIX

PERCENTAGE BREAKDOWN OF RESPONSES TO SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME, ITEM I, FORMAT A.
Suggestions for Organizing Content Material Into Lessons.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	43	20	29	6	3	Extremely Useful
Experienced Teachers in Field (N=10)	20	10	40	20	10	Occasionally Useful
Experienced Teachers in Course (N=14)	43	36	21	0	0	Extremely Useful
Total Experienced Teachers (N=24)	33	25	29	8	4	Extremely Useful
Pre-Service Teachers in Course (N=11)	64	9	27	0	0	Extremely Useful

Suggestions for Teachers to Use in Developing a Unit of Lessons on the Theme, Item II, Format B. In reference to the usefulness of Format B which provides information on sample lesson plans along with suggestions for progressive development of lessons, most responses fell into the category "frequently useful" (49 percent). Almost one-third of the sample said this information would be "extremely useful" (31 percent). Experienced teachers had responses falling into the category "frequently useful" (50 percent--teachers in field; 57 percent--teachers in course). Many responses from experienced teachers in the field fell into the category "occasionally useful" (30 percent). Fewer teachers in the field had responses falling into the categories "frequently useful" or "extremely useful" (60 percent). All of the experienced teachers in the course had responses falling into the categories "frequently useful" or "extremely useful." Fewer pre-service teachers had responses falling into the categories "frequently useful" or "extremely useful" (72 percent). Table XX shows the percentage breakdown of responses to Item II, Format B.

Of the teachers who said they would find this format of suggestions useful, most felt the lesson format and progressions allowed the most flexibility for developing a unit of lessons. One teacher indicated there were "good ideas to develop specific lesson plans from."

Suggestions for Teachers to Use in Developing a Unit of Lessons on the Theme, Item III, Format C. The majority of teachers in the sample had responses to indicate that they would find the progressive lesson plans "extremely useful" (60 percent). Experienced teachers provided the majority of responses agreeing that this information would be "extremely useful" (50 percent--teachers in field; 86 percent--teachers in course).

TABLE XX

PERCENTAGE BREAKDOWN OF RESPONSES TO SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME, ITEM II, FORMAT B.

Sample Plans and Suggestions for Developing Progressive Lessons.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	31	49	17	3	0	Frequently Useful
Experienced Teachers in Field (N=10)	10	50	30	10	0	Frequently Useful
Experienced Teachers in Course (N=14)	43	57	0	0	0	Frequently Useful
Total Experienced Teachers (N=24)	29	54	13	4	0	Frequently Useful
Pre-Service Teachers in Course (N=11)	36	36	27	0	0	Frequently-Extremely Useful

The majority of responses from pre-service teachers fell into the categories "frequently useful" (36 percent) or "extremely useful" (36 percent). Table XXI shows the percentage breakdown of responses to Item III, Format C.

Teachers who indicated that the progressive lesson plans would be most useful to them said that the suggestions in the plans were specific enough upon which they could build their own lessons. Other comments indicated that the lesson plans in Format C would be the quickest to use, had the most teaching suggestions and were easy to follow.

5. DESCRIPTION OF RESPONSES GIVEN AS ADDITIONAL COMMENTS

In this section the ten items at the end of the questionnaire are dealt with individually. Comments were selected as representative of answers to the questions.

Question 1. Which of the three formats (A, B, or C) would help you the most in planning a unit of lessons in gymnastics on the selected theme? Why? The majority of experienced teachers in the field (80 percent) and experienced teachers in the course (64 percent) selected Format C. Fewer pre-service teachers in the course selected Format C (45 percent) and many selected Format B (36 percent). Table XXII shows the percentage breakdown of responses to Question 1.

Question 2. If you were to plan a unit of lessons on a different theme which format would help you the most? Why? Almost half of the total sample selected Format C (49 percent). Experienced teachers favored Format C (70 percent--teachers in the field; 50 percent teachers in course)

TABLE XXI

PERCENTAGE BREAKDOWN OF RESPONSES TO SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME, ITEM III, FORMAT C. Sample, Progressive Lesson Plans.

Population	Extremely Useful	Frequently Useful	Occasionally Useful	Seldom Useful	Never Used	Majority Attitude
Total Population (N=35)	60	23	11	6	0	Extremely Useful
Experienced Teachers in Field (N=10)	50	20	20	10	0	Extremely Useful
Experienced Teachers in Course (N=14)	86	14	0	0	0	Extremely Useful
Total Experienced Teachers (N=24)	71	17	8	4	0	Extremely Useful
Pre-Service Teachers in Course (N=11)	36	36	18	9	0	Frequently-Extremely Useful

TABLE XXII

PERCENTAGE BREAKDOWN OF RESPONSES TO ADDITIONAL COMMENTS, QUESTION 1. Which of the three formats would help you the most in planning a unit of lessons in gymnastics on the selected theme?

Population	Format A	Format B	Format C	Majority Attitude
Total Population (N=35)	20	17	63	Format C
Experienced Teachers in Field (N=10)	10	10	80	Format C
Experienced Teachers in Course (N=14)	29	7	64	Format C
Total Experienced Teachers (N=24)	21	8	71	Format C
Pre-Service Teachers in Course (N=11)	18	36	45	Format C

while pre-service teachers selected Format A (64 percent). Table XXIII shows the percentage breakdown of responses to Question 2.

Question 3. In what ways does the video tape help to develop understanding of the content material for the theme? Of the experienced teachers who were interviewed, the majority said they preferred the video tape to illustrate content ideas rather than portraying a typical lesson (90 percent). Most teachers who commented on this question said the video tape helped to clarify desired student behavior.

Question 4. What are the most useful sections of the resource? Why are they useful? Teachers indicated that the background information on the aims and content of the gymnastics program (31 percent), the content information on the selected theme of shapes (31 percent), and the information in Format C (43 percent) would be the most useful sections of the resource. Many experienced teachers selected Format C as the most useful section (50 percent). Many pre-service teachers (29 percent) selected background information on the gymnastics program and content material for the selected theme of shapes as the most useful sections. Table XXIV shows the percentage breakdown of responses to Question 4.

Question 5. What sections of the resource are least useful? Why? Format A was often selected as the least useful section of the resource (29 percent). Almost one-third of the experienced teachers in the field selected background information and Format A as the least useful sections (30 percent). Experienced teachers in the course tended to select information on themes for Division Two (29 percent) and Format A (36 percent) as the least useful sections. Table XXV shows the percentage breakdown of responses to Question 5.

TABLE XXIII

PERCENTAGE BREAKDOWN OF RESPONSES TO ADDITIONAL COMMENTS, QUESTION 2.
If you were to plan a unit of lessons on a different theme
which format would help you the most?

Population	Format A	Format B	Format C	Majority Attitude
Total Population (N=35)	31	17	49	Format C
Experienced Teachers in Field (N=10)	10	20	70	Format C
Experienced Teachers in Course (N=14)	21	21	50	Format C
Total Experienced Teachers (N=24)	17	21	58	Format C
Pre-Service Teachers in Course (N=11)	64	9	27	Format A

TABLE XXIV

PERCENTAGE BREAKDOWN OF RESPONSES TO ADDITIONAL COMMENTS, QUESTION 4.
What are the most useful sections of the resource?

Population	Background on Gymnastics	Themes Div. II	Theme-Shapes	Format A	Format B	Format C
Total Population (N=35)	31	11	31	9	20	43
Experienced Teachers in Field (N=10)	30	10	20	10	20	60
Experienced Teachers in Course (N=14)	29	7	36	7	14	43
Total Experienced Teachers (N=24)	29	8	29	8	17	50
Pre-Service Teachers in Course (N=11)	36	18	36	9	27	27

(Percentages may not total 100 percent because respondents may have selected none or several items.)

TABLE XXV

PERCENTAGE BREAKDOWN OF RESPONSES TO ADDITIONAL COMMENTS, QUESTION 5. What sections of the resource are least useful?

Population	Background on Gymnastics	Themes Div. II	Theme-Shapes	Format A	Format B	Format C
Total Population (N=35)	11	17	11	29	14	14
Experienced Teachers in Field (N=10)	30	10	20	30	0	0
Experienced Teachers in Course (N=14)	0	29	7	36	21	21
Total Experienced Teachers (N=24)	13	21	13	33	13	13
Pre-Service Teachers in Course (N=11)	9	9	9	18	18	18

(Percentages may not total 100 percent because respondents may have selected none or several items.)

Question 6. Does this resource duplicate information accessible at the present time? If so, indicate your source of information. Of the total sample, the majority of teachers felt that there was no duplication of information from other sources (63 percent). Teacher comments suggested that the movement analysis and some of the theme content is similar to that found in textbooks on gymnastics and in curriculum guides. Of the teachers that were interviewed, most said they felt that they would use the resource material (70 percent).

Question 7. To what extent have you taught lessons on the theme of body shapes? Half of the experienced teachers (50 percent) and all of the pre-service teachers said they had not taught this gymnastics theme. Some teachers in the field said they had taught this theme a considerable amount (30 percent) while a few said they had taught it minimally (20 percent). Some teachers in the course said they had taught this theme minimally (36 percent) and a few said they had taught the theme a considerable amount (14 percent). Half of all the experienced teachers had taught the theme to some extent while half had never taught it.

Question 8. To what extent does the information in this resource provide additional ideas to the ones you already have on the selected theme? The majority of respondents indicated that the resource provided a lot of additional information (50 percent--teachers in field; 79 percent--teachers in course; 55 percent-pre-service teachers).

Question 9. Describe any further needs you have in helping you plan lessons on gymnastics themes. Question 10. Additional comments. Teacher comments indicated a need for further information on the following:

--why children need this approach to gymnastics and how to prepare them for it.

--a section on do's and don't's and coaching tips for basic gymnastic skills.

--ideas on arrangements and improvised apparatus.

--theme progression.

--series of several units using different themes.

Comments centred on content information on themes and gymnastics skills. Although several units of lessons on different themes were desired, there were no suggestions as to specific themes.

6. SUMMARY

This chapter presented a detailed analysis of the data collected through the use of questionnaire and interview techniques. The major sections of the chapter described the teachers' attitudes toward: (1) objectives of the resource material, and (2) the degree of usefulness of the resource material. Percentage scores were used in the analysis and teacher comments were presented in summary as representative of the expressed opinions.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1. SUMMARY

This study examined the attitudes of elementary school teachers toward a resource material developed for teachers of grades four, five and six gymnastics. The purposes of the study were twofold: (1) to develop a resource material for Division Two gymnastics based upon the elementary physical education curriculum for the Province of Alberta; and (2) to investigate through questionnaire and interview techniques the following elements of the population: (a) the educational gymnastics background and teaching experience, (b) attitude toward the degree to which the information in the resource met the objectives of the researcher, and (c) attitude toward the usefulness of the resource in the future planning of a gymnastics unit. The study focussed upon the pre-planning phase of teacher curriculum development and attempted to identify the type of content and lesson planning information that would be of interest to teachers.

The development of the resource material was the initial task of the researcher. The printed resource summarized the aims of the recommended gymnastics program for grades four, five and six and identified and elaborated upon content material for a selected gymnastics theme. Suggestions for the selection of content and organization of learning experiences were provided in three formats. The formats provided teachers with varying degrees of specificity for the development of a unit of lessons on a selected theme. Format A provided general ideas about lesson planning and descriptive statements regarding content organization. Format B provided a few sample lesson plans and general statements indicating follow-up lesson material. Format C provided progressive, detailed lesson plans. A video tape illustrated children working with the movement concepts related to the selected theme. Ten grade five children showed their movement responses to major concepts selected from the content material included in the printed resource.

A total of ten experienced teachers in the field, fourteen experienced teachers in an educational gymnastics course and eleven preservice teachers in a gymnastics course were included in the study. All participants completed a questionnaire and the ten teachers from the field were interviewed.

The questionnaire and interview items were developed in relation to the purpose and design of the resource material. Questions relating to the respondent's background focussed upon teaching experience and background in educational gymnastics. Questions regarding the objectives and degree of usefulness of the resource were modelled according to the resource outline. Additional comments were solicited throughout.

This study focussed upon the gymnastics area of the elementary school physical education program. One specific gymnastics theme was utilized for a major part of the resource material. The sample included those volunteer teachers in the field and in a gymnastics course who were interested in a resource material with ideas for planning a gymnastics unit for Division Two children.

2. MAJOR FINDINGS

The data gathered in this study provide a description of teacher attitudes toward the resource material developed by the researcher. The significant findings draw attention toward teacher perceptions of the objectives and potential usefulness of the resource. In areas where attitudes vary significantly between experienced and pre-service teachers or between teachers in the gymnastics course and those not in the course, these differences are indicated.

A. FINDINGS REGARDING THE OBJECTIVES OF THE RESOURCE

1. The majority of teachers in the total sample felt the information in the resource was "very good" or "excellent" in meeting the objectives of the researcher (74 to 98 percent).
2. The majority of teachers (70 to 100 percent) in all groups indicated the following sections of the resource were "excellent" or "very good" in meeting the researcher's objectives:

   Background Information

   I, B --general gymnastics content
   II --themes for Division Two students
   III, A --content material for the theme of shapes

   Suggestions for a Unit

   II --Format B
   III --Format C
3. Teacher opinions varied about some sections of the resource material meeting the researcher's objectives according to whether they were in the field or in the gymnastics course. Teachers in

the course (70 to 100 percent) felt the sections on the aims of gymnastics in the elementary school and Format A were "excellent" or "very good" in meeting the objectives whereas fewer teachers in the field agreed. However, teachers in the field felt the video tape was "very good" or "excellent" in meeting the objectives (90 percent) while fewer teachers in the course agreed.

B. FINDINGS REGARDING THE POTENTIAL USEFULNESS OF THE RESOURCE

1. The majority of teachers (57 to 97 percent) in the total sample felt the information in the resource would be "excellent" or "frequently useful" when planning a unit of lessons for gymnastics.
2. The majority of teachers (74 to 97 percent) from the total sample felt the following sections of the resource would be "extremely useful" or "frequently useful" when planning a unit of lessons:

   Background Information

I, A	--aims of the gymnastics program
I, B	--main aspects of movement
I, C	--gymnastics themes
II, B	--themes for Division Two
III, A	--definition of theme of shapes
III, B	--major ideas for theme of shapes
III, C	--related concepts for theme of shapes

   Suggestions for a Unit

II	--Format B
III	--Format C

   Fewer teachers felt the sections on the characteristics of children, the video tape and Format A would be useful.

3. Few teachers in all groups felt that information on the general characteristics of the children would be useful in the development of a gymnastics unit (54 to 60 percent). Teachers either felt they knew what the children were like or wanted specific details relating to gymnastics skills.
4. Teacher opinions varied about the usefulness of some sections of the resource material according to whether they were in the field or in the gymnastics course. Teachers in the course (72 to 100 percent) felt the sections on the aims of gymnastics, themes for Division Two and Formats A and B would be "extremely useful" or "frequently useful" in developing a unit. Fewer teachers in the field agreed. However, more teachers in the field felt the video tape would be useful in developing lessons than did teachers in the course. Teachers commented that the video tape helped to clarify desired student behaviors.
5. The majority of experienced teachers felt that Format C, which included progressive lesson plans, would be the most most useful of all three formats when developing a unit of lessons on a theme. Pre-service teachers tended to favor Formats B or C if they were developing a unit of lessons on the selected theme of shapes but selected Format A, which included general suggestions and not lesson plans, if they were developing a unit of lessons on a different theme. Teachers indicated through comments that they felt the specific details provided in Format C allowed the most flexibility for developing lessons to meet their own needs.

C. ADDITIONAL FINDINGS

1. The majority of teachers in all groups felt the information in the resource did not duplicate any other information at the time of this study. Comments by teachers suggested that some sections of background information were similar to information found in the elementary physical education curriculum guide for Alberta or in gymnastics texts (Hay; Mauldon and Layson, 1965; and Morison, 1969 were given as examples). One teacher indicated that lesson plans were similar to previous units of lessons prepared by the researcher and distributed to some teachers in the school systems in Edmonton before this study was undertaken. Teachers felt the resource did provide additional information on content material found in the curriculum guide or texts. Some teachers felt the terminology in the resource could be altered to make the reading easier.

2. Although teachers were positive toward the resource as a whole, some felt they needed additional information on the following:

    --theme progressions (preferrably in chart form),

    --basic gymnastics skills,

    --apparatus arrangements,

    --how to motivate or prepare children for educational gymnastics,

    --a series of units on different themes.

3. CONCLUSIONS

1. The researcher developed a resource material based upon the aims of the recommended gymnastics program for grades four, five and six. General statements about the program and detailed content material for a selected theme were provided in the first part of the resource. A video tape was produced to accompany the content portion of the resource. Suggestions for the organization of content and learning experiences into a unit of lessons were provided through general statements and sample lesson plans.
2. The findings of this study indicate that teachers who are interested in a resource material to help them plan a gymnastics unit may have varying needs according to whether they have teaching experience or a background in educational gymnastics. They need to be able to select those sections of the resource they feel will meet their needs.
3. The resource material used in this study did meet the objectives of the researcher. The first part of the resource provided content material and either summarized or elaborated upon the recommended gymnastics program for grades four through six. The suggestions for developing a unit of lessons provided flexibility for the teacher to select general statements or sample plans in the development of their own unit.
4. Teachers felt the resource material used in this study would be useful for planning a unit of lessons in gymnastics. Condensed material in the form of charts, diagrams or point form was considered valuable. Teachers preferred detailed, progressive

lesson plans to help them develop their own units. Teachers with background in educational gymnastics tended to be interested in using general organizational descriptions for develpoing a unit after initially using a detailed pre-planned unit. The video tape presentation which showed various expected behaviors of students working with the theme concepts appeared to be of value to teachers who have little background in educational gymnastics.

4. RECOMMENDATIONS

1. The resource material used in this study should be rewritten to incorporate teacher suggestions for improvement. Several themes should be arranged in a progressive manner indicating introductory through advanced concepts. Content information and suggested learning experiences should be included in sufficient detail to allow teachers to select or vary information for their own purposes.
2. A study dealing with teacher implementation of a gymnastics resource should be conducted. Problems to be studied may include: Do teachers need assistance in selecting and presenting material provided in the resource? Do teachers need help in varying their teaching style to effectively present lessons? Does implementation rely on teacher involvement in the curriculum development process?
3. Several units containing content information and learning experiences should be developed in all areas of the elementary

school physical education program. If elementary school teachers are interested in a gymnastics resource material they may be interested in information regarding games, dance and other areas of the total program.

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APPENDIX 1

A TEACHER'S RESOURCE FOR ELEMENTARY SCHOOL GYMNASTICS

A TEACHER'S RESOURCE FOR ELEMENTARY SCHOOL GYMNASTICS

THEME: BODY SHAPES
GRADE LEVEL: DIVISION TWO

Prepared by: Linda P. Thompson
Date: June, 1977

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INTRODUCTORY COMMENTS TO TEACHERS

As a volunteer teacher you have agreed to examine the following resource material. This resource is intended to be a sample of possible future material for teachers like yourself who want help in planning their own units of lessons in gymnastics. Your comments, in written form and in the interview, will help give the author an indication of how useful the resource could be to you and why.

There are two components to the resource. The first consists of printed material giving the teacher background information on gymnastics, content material for one theme and suggestions for developing a unit of lessons on this theme. The second component is a video tape that accompanies the content material for one theme.

You are asked to read carefully through the printed material that provides the background information and view the video tape before looking at the suggestions for developing lessons. After reading through the suggestions for developing a unit of lessons you are asked to respond to a questionnaire. Try to answer the questions according to your particular needs. The questionnaire is designed primarily to get your immediate response and will be elaborated upon in the interview.

If you wish to add any additional comments at the end, please feel free to do so. All comments will be valuable in producing a useful resource for teachers.

BACKGROUND INFORMATION

I. GYMNASTICS IN THE ELEMENTARY SCHOOL

Gymnastics is one part of the physical education program for elementary school children in the Province of Alberta. The Program of Studies for Elementary Schools indicates that:

> "Gymnastics should provide skill in body management and control. The teacher attempts to build a repertoire of movement which can be applied in a number of situations and to a variety of small and large apparatus ... Movement themes relating to time, space, weight and flow will form the basis for problems presented at all grade levels."
> (Department of Education, 1975: 55)

Gymnastics aims to help students develop physical skill and understanding of movement. The school gymnastics program should help each student realize his own capabilities and develop confidence in moving in a variety of situations. The program must also allow for individual differences. Students should be guided toward increasing their knowledge of movement and in using appropriate actions to achieve efficient and pleasing movement patterns. In order to achieve these aims the teacher needs to have an understanding of the body of knowledge or content of gymnastics as well as an understanding of lesson preparation and presentation.

This resource material has been developed to provide teachers with knowledge of what to teach related to one specific theme (Body Shapes) as well as giving suggestions on planning lessons for Division Two students. The first section of this resource will introduce the teacher to content material for gymnastics in general.

Gymnastics content material for the elementary school situation can be organized into themes that stress various elements of movement. A theme is an aspect of movement that receives particular attention for a lesson or a series of lessons. The theme identifies appropriate movement ideas to be developed on the basis of identifying the needs of the class. The theme focuses upon one selected aspect of movement while other aspects of movement receive less attention. Themes are selected by examining four main aspects of movement: body, space, dynamics and relationships.

One aspect of movement is concerned with the BODY and what it is doing. The body performs actions such as rolling, leaping and falling and performs the basic functions of stretching, curling and twisting. Weight can be taken on various body parts and the relationship between parts can be studied in static or moving body positions. Each body part makes its own contribution to an action. Some parts may play a major role by initiating, guiding or counteracting movement. Attention can be drawn to the use of body parts in contact with a surface or while in the air. The use of matched or unmatched parts will affect the symmetry of the body shape. Many actions result by using body parts successively or one after the other. When all parts move at the same time, simultaneous movement occurs. Parts used can be named or numbered, apart or together. Movement flows from one part to another creating symmetric or asymmetric body shapes and is continually changing as the performer accentuates one element of movement and then another. See Figure 1.

A second aspect of movement is concerned with the SPACE where movement takes place. Movement involves use of space around the body and this personal space extends as far as one can reach without changing the base of support. Movement through space involves moving the base to a new location. All movement involves the use of personal space and stress is placed on the use of the space beyond when locomotion occurs. Parts of the body can lead movement in six main directions - forwards, backwards, up, down, right or left. Changing direction can occur when there is a change in the point of orientation by moving in a different direction or by turning. The area above, below or around the body stresses the use of levels in space. The high level is generally the space above the shoulders when standing; the low level is generally the space below the knees when standing; and the medium level is the space between. Moving from high through medium to low and vice versa is typical of gymnastics work. Travelling uses straight, zigzag, curved or twisted pathways on the floor or about the apparatus. Air patterns can be seen by observing part of the body as it travels through space or the trajectory of the body as a whole. Often the pathway is examined in order to improve the efficiency of a movement. Straight pathways tend to be used for symmetrical movements while curving or zigzag pathways may involve turning or twisting. As the body moves toward or away from the center, the size of the movement changes as well as the body shape. The degree of extension in the body produces the elementary body shapes of large or small. Efficient and safe movement results from the ability to judge where to move in space. See Figure 2.

A third aspect of movement is concerned with the DYNAMICS of how movement is performed. Movement takes time and uses muscle tension or energy to perform actions. The appropriate selection of strength and speed must be used to produce efficient movement with smooth transitions from one action to the next. There should be constant adjustment in muscular tension. Some actions such as jumping or springing require strong tension to initiate the movement and less tension for landings. Holding a balance requires muscle tension but too much tension results in a "cramped" look while too little may result in lack of control. Most gymnastics work aims at maintaining lightness and control by using varying degrees

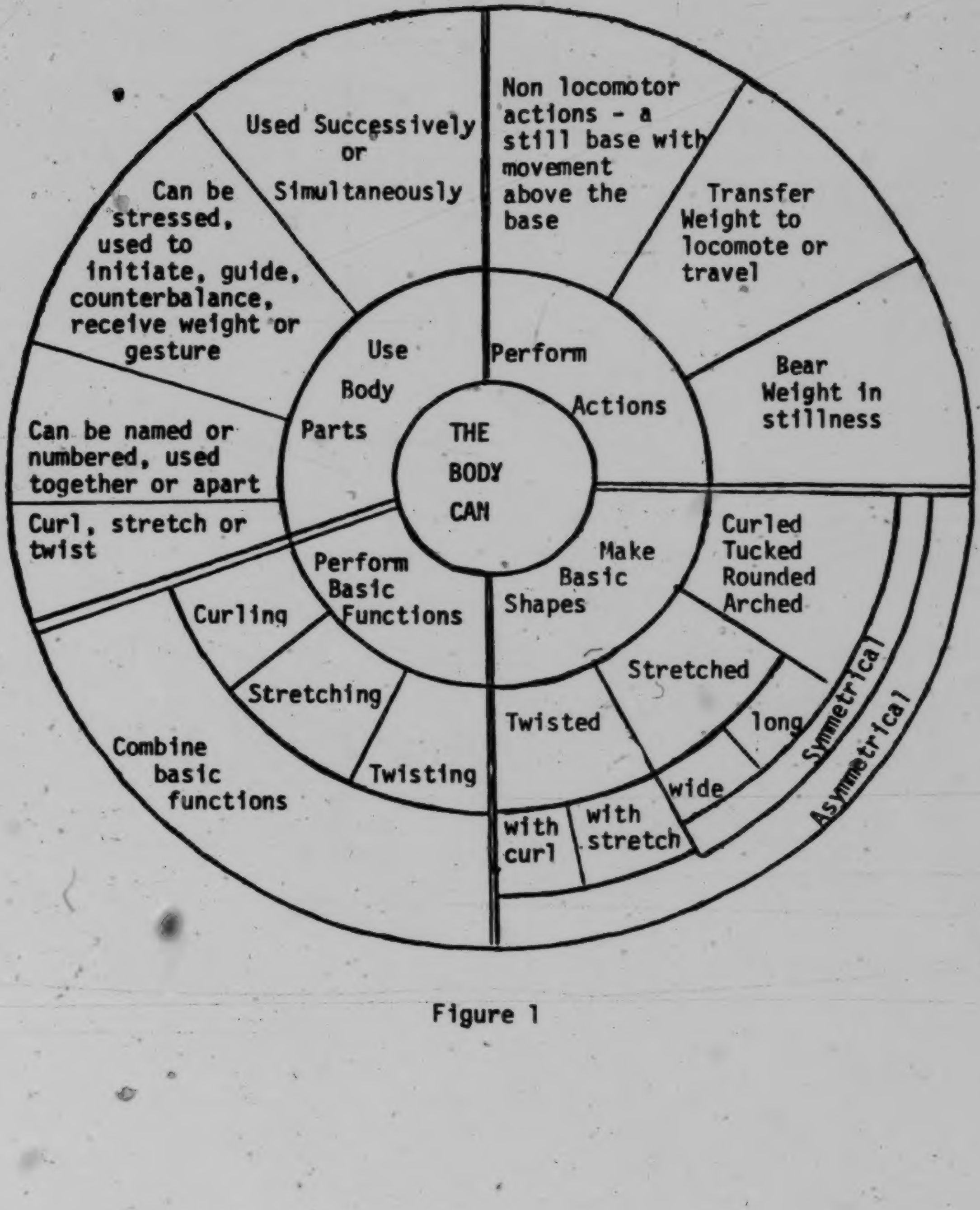

THE BODY CAN
Use Body Parts
Perform Actions
Make Basic Shapes
Perform Basic Functions
Used Successively or Simultaneously
Can be stressed, used to initiate, guide, counterbalance, receive weight or gesture
Can be named or numbered, used together or apart
Curl, stretch or twist
Non locomotor actions - a still base with movement above the base
Transfer Weight to locomote or travel
Bear Weight in stillness
Curled Tucked Rounded Arched
Stretched
long
wide
Twisted
with curl
with stretch
Symmetrical
Asymmetrical
Curling
Stretching
Twisting
Combine basic functions

Figure 1

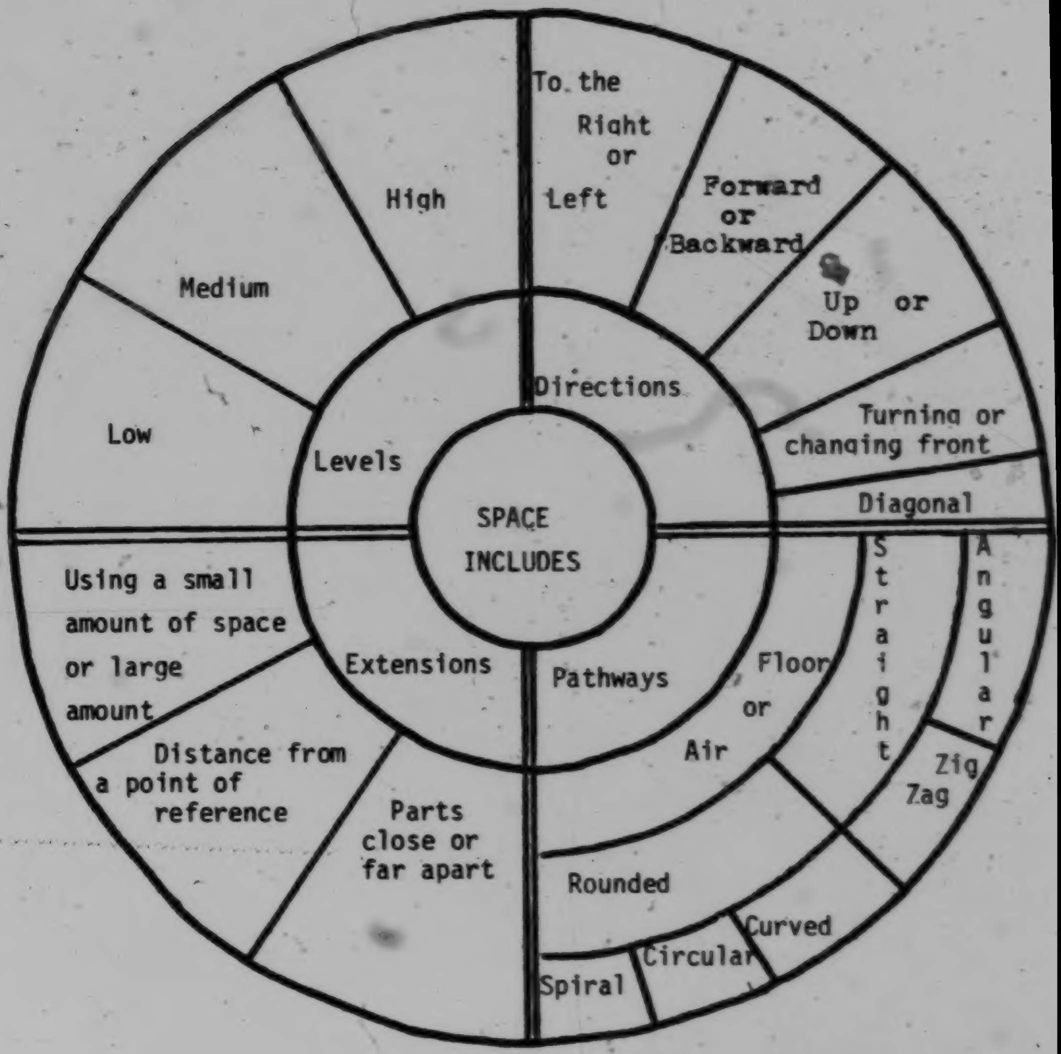

SPACE INCLUDES
Levels
High
Medium
Low
Directions
To the Right or Left
Forward or Backward
Up or Down
Turning or changing front
Diagonal
Extensions
Using a small amount of space or large amount
Distance from a point of reference
Parts close or far apart
Pathways
Floor or Air
Straight
Angular
Zig Zag
Rounded
Curved
Circular
Spiral

Figure 2

of tension appropriate for actions being performed. The timing of an action is important for efficient movement and flow from one action to the next. Moving constantly at one speed is uninteresting. Some actions can be performed either quickly or slowly and performing actions such as walking, stepping or rolling at either speed will increase versatility in movement. Actions such as springing, jumping and abrupt stops require suddenness. Actions such as yielding or carefully lowering the body or gradual stopping require slowness. Changes in speed may be abrupt but often occur through acceleration or deceleration to produce continuity of the movement. The flow of movement may be seen in two related elements - the flow within the body itself and the flow of movement through space. Smooth flow is an aim of gymnastics and demands control on the part of the performer. Bending, stretching and twisting within the body produces either successive or simultaneous flow in the body and appropriate use of each element influences the preparation, climax or recovery of actions. Careful linking of one recovery into the next preparation for movement enhances smooth flow. If the movement through space is easily stopped then flow is bound and if it is more difficult to stop and tends to be on-going it is free. Moving and stopping actions are more bound while spinning and rolling tend to be more free. Most work in gymnastics tends to be controlled and bound but fluency in moving from one action to the next is enhanced when elements of free flow allow for on-going linking of actions. The quality of the movement results from the blending of the elements of time, energy and flow. Conscious awareness of how one moves can stimulate variety, rhythm and efficiency in gymnastics. See Figure 3.

A fourth aspect of movement is concerned with the RELATIONSHIP of people to other people or to apparatus in the environment. When working with others the performer can share space but be working by himself, can work with someone else without contact or can work with someone else with contact. Work can also be done with a group of people (more than two). Partner work is not restricted to "spotting" or assisting but should allow for situations where each person plays an equal role. No-contact situations are generally dealt with prior to contact situations so that partners can increase accuracy in performing together. No-contact situations can involve copying part or all of what a partner does; matching actions side by side, facing, back to back or one behind the other; following, meeting, parting, passing one after the other or at the same time or negotiating one partner as a still or moving obstacle by travelling over, around, through or under his body. Partner work that involves contact demands a good deal of maturity in attitude and skill as performers take more responsibility in handling their partner. Taking part of the partner's weight can be done as one helps the other to balance, counterbalance or as one pulls, pushes or guides the other in a movement. Taking all of the partner's weight occurs when one balances completely on the other or when one

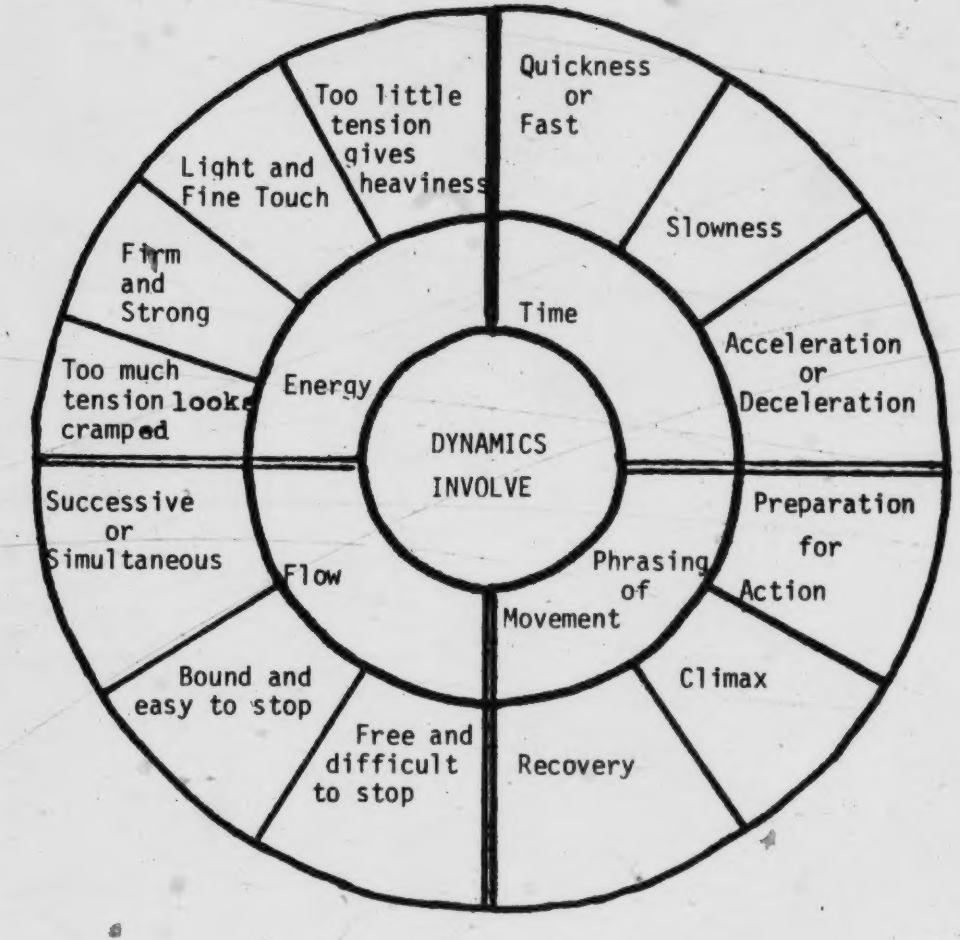

DYNAMICS INVOLVE
Time
Energy
Flow
Phrasing of Movement
Quickness or Fast
Slowness
Acceleration or Deceleration
Preparation for Action
Climax
Recovery
Free and difficult to stop
Bound and easy to stop
Successive or Simultaneous
Too much tension looks cramped
Firm and Strong
Light and Fine Touch
Too little tension gives heaviness

Figure 3

one is lifted or lowered through a movement. Relationships to apparatus tend to involve prepositional use of equipment as a person moves over, under, onto, off, through, across, up or down. The apparatus may be used in no-contact situations as an obstacle or point of reference in space to be negotiated in various ways. The apparatus is usually static for these situations but may be moving as when a hoop is rolled along the floor or when a partner can move the apparatus. There is usually an emphasis on going over or under in no-contact situations with apparatus. Contact with the apparatus can occur in mounts, dismounts and while negotiating the apparatus. The equipment may be used as an obstacle to get onto, off, manoeuvred or it can help the performer by assisting in the action. The performer may be assisted by using springing pieces of equipment, moveable apparatus such as ropes or inclined surfaces. It is most common to use the apparatus in contact situations as the performer moves onto, off and along equipment. See Figure 4.

These four main aspects of movement provide an analysis from which themes can be selected. The focus of a theme will stress one of the areas more than the others. Body themes stress elements of what the body is capable of doing. Spatial themes stress where the actions are taking place. Dynamic themes emphasize how the action is being performed. Relationship themes stress with whom the action is being done (as apparatus work is an integral aspect of work for all themes and is included in all lessons, relationship themes would stress partner and group work). See Figure 5. A selected theme should draw attention to specific aspects of movement that will develop the student's movement abilities and widen their experience. The selected main movement idea becomes the focal point for lessons and a means of building on previous experiences. "Through a variety of movement experiences given to the class he [the teacher] will gradually emphasize this one element, showing how it is present in many different situations and how it can itself be clarified and developed". (Williams, 1974: 13)

The first selected themes place an emphasis on what the BODY is doing. Introductory work involves increasing student awareness and developing control in balancing and transferring weight from place to place or from certain body parts to other body parts as well as exploiting the body capabilities in bending, stretching and twisting actions. Control of speed and tension (DYNAMICS) and careful use of available SPACE are aspects related to body actions in order to develop a good foundation for further work. RELATIONSHIPS to apparatus is primarily exploratory and people tend to share rather than work directly together.

As control is gained in simple balance and weight transference techniques greater BODY awareness is developed by emphasizing skilful use of body parts, clarity of body shape, challenging balances and flight. There also is an increasing

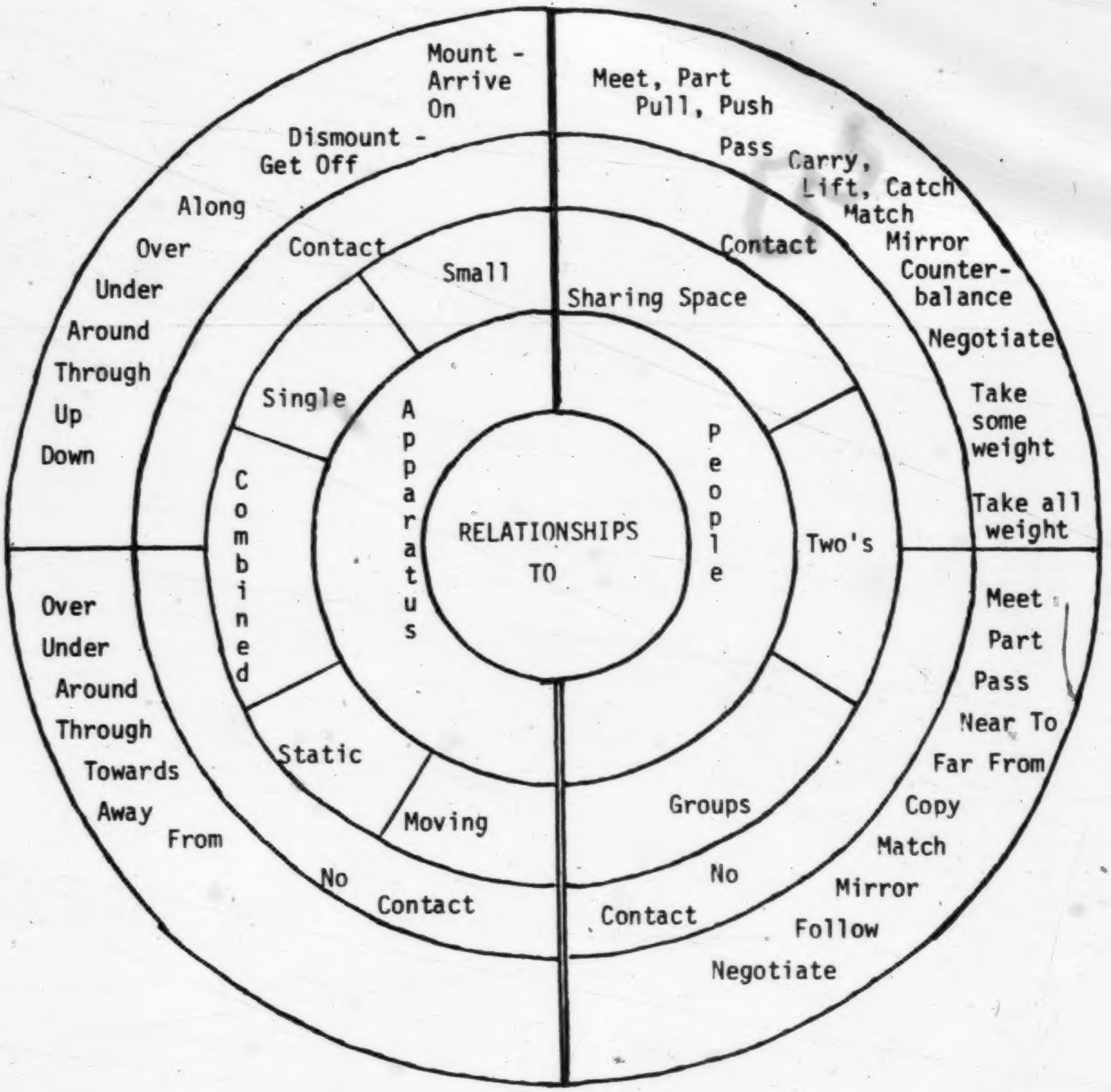
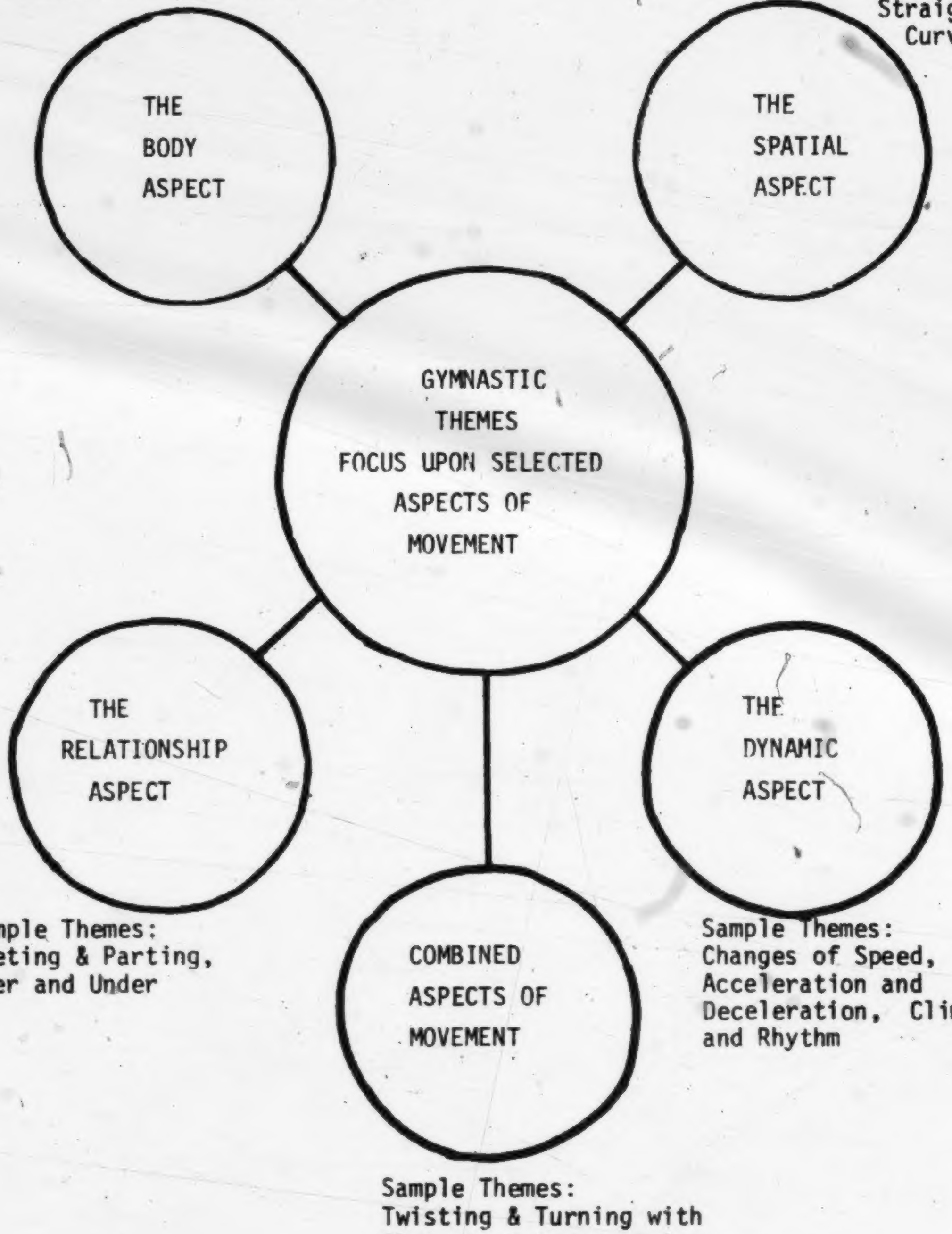

RELATIONSHIPS TO
Apparatus
People
Small
Single
Combined
Static
Moving
Sharing Space
Two's
Groups
Contact
No Contact
Contact
No Contact
Mount - Arrive On
Dismount - Get Off
Along
Over
Under
Around
Through
Up
Down
Over
Under
Around
Through
Towards
Away
From
Meet, Part
Pull, Push
Pass
Carry, Lift, Catch
Match
Mirror
Counter-balance
Negotiate
Take some weight
Take all weight
Meet
Part
Pass
Near To
Far From
Copy
Match
Mirror
Follow
Negotiate

Figure 4



Sample Themes:
Shapes, Symmetry and
Asymmetry, Parts Together or Apart

Sample Themes:
Changes of Direction,
High and Low,
Straight and
Curved

Sample Themes:
Meeting & Parting,
Over and Under

Sample Themes:
Changes of Speed,
Acceleration and
Deceleration, Climax
and Rhythm

Sample Themes:
Twisting & Turning with
Changes of Speed, Flight
and Off Balance

Figure 5

emphasis on using appropriate DYNAMICS by using correct timing and knowing where to place stress to develop smooth flowing sequences. RELATIONSHIPS to people and to apparatus add further challenge to work by applying theme concepts and developing sequences alone or with others, with and without apparatus. New combinations of apparatus with increased heights and distances would demand more skilful performance.

Advanced work involves full exploitation of SPATIAL or DYNAMIC aspects of movement as well as combining different aspects together in themes. Advanced work does not necessarily introduce new material. It relates previous ideas from introductory and intermediate themes together in challenging ways. Two movement ideas are joined together and explored to their fullest. Twisting could be combined with flight to produce a challenging theme joining two body aspects of movement. Symmetry or asymmetry at different levels would be a theme that combines a body aspect and a spatial aspect. Rhythm or timing in action would place a stress on the dynamic aspect of movement. If only one element is used, the theme usually stems from either a spatial or a dynamic aspect of movement and the body aspect receives incidental attention. Group work can provide a challenge and all of the possible partner situations can apply but be performed in various combinations. Apparatus arrangements may be more complex and may allow for use of moving apparatus. Springing types of apparatus may be used in conjunction with other apparatus and several pieces of equipment could provide for greater variety in height, distance and width of surfaces to be negotiated.

Each teacher must assess their students' capabilities in introductory skills before attempting progressively more advanced work. By carefully observing the students' ability to balance and transfer their weight in different situations the teacher will be able to determine how much time to spend on introductory gymnastic themes. It can be hoped that Division One students develop a rich background in introductory work and show smooth, controlled movement over a variety of body parts. Division Two students can build upon these experiences and develop further clarity through work on more challenging themes.

This resource material is limited to the development of one theme for Division Two students. Teachers must assess the appropriateness of selected themes for Division Two students by carefully observing the class and noting the standard of movement and the movement preferences exhibited. Many Division Two classes may need to devote a great deal of time to introductory themes because of a lack of background in movement. However, many classes may develop control and variety in movement quickly and may need a further challenge. Physically, intellectually and socially the Division Two student has different needs than the younger child.

II. THEMES FOR DIVISION TWO STUDENTS

Division Two students (age 9 - 12 years) are generally approaching a stage in their development which is characterized by greater concentration on physical and mental tasks and this often results in the desire to master skills. Until the pre-adolescent growth spurt there is a fairly stable period of growth when the child should be given ample opportunity to develop quality of performance in motor tasks. Gross motor skills will be developed by this age and refinement of fine motor skill should be established during these years. Individual differences will be extremely great. Strength, endurance and flexibility continue to improve if each child has sufficient practice in activities developing these qualities. Abstract reasoning continues to develop at this age and concepts and generalizations can be grasped through guidance and suggestion. Problem solving tends to aid the development of reasoning powers and enhances the development of skill. Peer groups become an increasing influence on the children. These children can often work successfully with partners and groups because of their increased social awareness but because this is not fully developed no-contact situations in gymnastics are most appropriate. They often lack maturity to take full responsibility for another person when lifting, carrying or taking all of their weight. Groups tend to work best when students select their own group members and when groups are allowed to change frequently.

The child in Division Two is capable of successfully gaining control of his body in a variety of situations. Most have the necessary strength, flexibility, endurance, co-ordination and ability to concentrate to master bodily movement. Some will prefer vigorous movement while others may prefer working on sustained, controlled actions. These bodily preferences should be developed to their fullest but some variety should also be encouraged. The child's increasing awareness of himself should lead him to a feeling of satisfaction and acceptance of his own capabilities. These years can be a period when the child reaches a peak in his own movement potential. Thus, complete mastery of the body in movement situations can be an aim. Improvement and refinement will depend upon the opportunity to practise and build upon known skills. There are several possible starting points. The selection and development of a theme must reflect the maturity and capabilities of the class of students.

Most elementary school students need to develop an awareness of what their body is capable of doing and it is possible for elementary school students to work on a variety of BODY AWARENESS themes over several years. Of the four aspects of movement mentioned previously, the body aspect usually becomes the primary focus for a series of lessons for Division Two children who are ready to develop control over whole body movement and further develop refinement and clarity in the use of body parts. Body awareness themes that stress precise, skilful balancing, transfer of weight and specific use of body parts in actions should be suitable for children with increased concentration, strength and coordination. Themes for this age should build on work done previously in locomotion, simple balance (with an awareness of what parts can bear the weight) and whole body movements involving curling, stretching and twisting. Selected aspects of movement may be taken from the areas of SPACE, DYNAMICS and RELATIONSHIPS to vary and enrich a BODY theme. Clarification and refinement of body awareness is sought through the use of these related aspects of movement.

The body awareness theme of "body shapes" offers Division Two students an opportunity to build upon work done previously and to develop skills in new and interesting ways. The refinement of skill in balancing and travelling by specifically drawing attention to the form of the body provides students with a challenge but also allows for a wide variety of skill levels to achieve success. Previous work on balancing using a variety of body parts, transferring weight in different ways, and exploration of the use of stretching, curling and twisting would help students more effectively focus on the theme "body shapes". Teachers should assure that their class has some understanding of and skill in using these body aspects of movement before working on specific content areas on a theme of body shapes. The added awareness of shape in previously developed actions will help students gain precision in movement. This resource material will outline the main concepts the teacher should be aware of in order to be able to develop lessons on this theme in Section III.

III. A SELECTED THEME: BODY SHAPES

The body assumes shape at any given moment in time. Exploration of all the possible shapes the body can make should increase awareness of what one's body can do as well as develop clarity in holding positions and changing from one to the next. This theme has a definite body focus as shapes result from basic body movements of curling, stretching and twisting in parts or in the whole body. The movement of body parts toward or away from a mid point in the body affect the shape the body forms. The use of parts on both sides of the mid line of the body will produce either symmetrical or asymmetrical shapes. All four basic shapes of wide, long and narrow, rounded and twisted can be performed as asymmetrical but only wide, long and rounded shapes can be made symmetrical. Since shapes are essentially the positions the body forms in space, this theme also has a spatial focus. The relation of movement to the center of the body, the way of moving into and out of positions and the changing shape of the body in action are important aspects to consider in developing lessons on this theme. Changing shape is the focal point for this theme as the body seldom maintains one held shape for long. The ability to make shapes very clear with smooth transitions between provides the student with a challenge to go beyond the making of "frozen" shapes in space. "An awareness of body shape helps to clarify both the purpose and the execution of actions, and clarity of movement and position are needed for precision in all spheres of skills". (Morison, 1969: 94)

In order to teach a unit of lessons on this theme the teacher should be cognizant of the concepts underlying the theme. Once an understanding of the theme has been gained, teachers can select appropriate concepts for their class to develop. The specific objectives for students would clarify what is to be learned in terms of knowledge, motor performance and attitude shaping. These objectives would be organized in a logical order of presentation and activities and tasks selected to accomplish the goals. This process of setting and organizing tasks for lessons will be dealt with after the discussion on specific concepts for this theme.

The following "major ideas" will provide the teacher with an outline of the main understandings for the theme on body shapes. These major ideas are elaborated upon further by identifying related concepts and specifically outlining how body shapes can influence or be influenced by various aspects of movement.

Major Ideas for the Theme: Body Shapes

1. Shapes can be considered as static positions in space at any given moment. (Either the body can be held still or the shape examined in a brief moment during movement.)

2. The body functions of stretching, curling and twisting around the center of the body or in relation to the base of support will lead to the formation of shapes.

3. The basic shapes are wide, long and narrow, rounded and twisted.

4. Movement occurs when body shape changes.

5. Body parts moving toward or away from the center of the body influence the shape the body forms.

6. Body actions are influenced by the shape the body forms in motion.

7. Body equilibrium is affected by the shape of the body in static balances.

8. The body uses personal space as it forms shapes and uses general space as the body moves from one location to another.

9. Shapes can be made at three different levels depending upon the base of support and the spatial dimension used. The three levels are high, medium and low.

10. Shapes can be made facing different directions or moving in different directions.

11. Moving shapes can be used to create pathways on the floor or in the air.

12. Shapes are made by varying the degrees of extension in the body.

13. Appropriate muscular tension (energy) is required to produce and maintain a shape. All body parts must receive a degree of tension. Too much tension often produces stiffness and inability to move freely, while too little tension produces heaviness and lack of control. More tension is needed as the shape changes the center of gravity to outside the base for a transfer of weight to occur and tension decreases as the center of gravity is again centered over the base and stability regained. Shapes with small bases and/or a high center of gravity require more tension to control.

14. The amount of speed used in making shapes is dependent upon the preparation, the action and the recovery. Generally, it is more difficult to stop a quickly moving shape than a slow moving shape. Most shapes can travel either quickly or slowly; it depends upon the action being performed.

15. The flow of movement is related to ways of moving into and out of positions. Held (static) shapes should occur at the beginning and end of a sequence or at a time in the sequence when a natural pause occurs. A natural pause may occur as a result of full extension or contraction. Too many held positions produce bound flow. Unbalanced, asymmetric shapes tend to increase free flow and are more difficult to stop. For continuous flow, one shape must lead into the next without stops inbetween.

16. The shape the body forms can be influenced by the type of arrangement of apparatus.

17. Body shapes can be used to enhance partner work situations. Copying, mirroring or matching a partner's shape demands precision from both partners. The work may become static but more often should stress the use of moving shapes. Negotiating a partner's shape provides opportunity to use the partner as an obstacle. Both static and moving shapes could be negotiated. The partner doing the negotiating can match or contrast the other shape. Both partners could be performing moving shapes. Taking part of the partner's weight may involve assisting a partner

to balance in various shapes by giving support at the center of gravity. If a partner is going to lean against another, one must provide a stable shape for support. One partner may initiate or guide the other into various shapes. Taking all of the partner's weight necessitates one person producing a stable shape for support. The other partner may perform various symmetrical and asymmetrical shapes while balancing on the other person. Lifting, carrying, and lowering are advanced moves where one partner assists the other in changing the location of the shape being performed.

18. Balanced shapes or changing shapes on moving apparatus tend to be more difficult to control.

19. Apparatus and partner work can be combined and include a multitude of possibilities for forming shapes in contact and no-contact situations.

Related Concepts for the Theme: Body Shapes

1.0 Wide shapes are made by stretching body parts away from a mid point in the body.

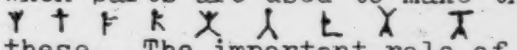
1.1 Balance

Wide shapes tend to provide safe, stable bases of support. If a wide shape is made over a small base stability is gained by using parts to counterbalance and position the center of gravity over the base.

1.2 Locomotion

Wide shapes can be made during a transfer of weight, to initiate or complete a transfer of weight (opening up), or can be held throughout a transfer of weight. Wheeling actions, rolls with legs apart, locomotion using lots of space (with a stress on hands and feet), climbing and spread shapes in flight are examples.

1.3 Parts

Wide shapes are made when parts extend away from the center of the body and an emphasis is often placed on legs and arms. Variation of the wide shape occurs when parts are used to make the shape appear like a  or combinations of these. The important role of parts is to give the appearance of spreading out and the head, fingers and toes should be as fully extended as possible. The limbs can extend away from each other as well as away from the center of the shape. Spreading can occur with parts touching the floor, with the parts in the air, or with parts both touching a surface and in the air. Parts can initiate making the shape by reaching away from the center and either receiving weight or counterbalancing.

1.4 Functions

Wide shapes result from spreading away from a mid point in the body or away from the base of support; stretching occurs in several dimensions.

1.5 Symmetry and Asymmetry

Symmetry in wide shapes results from spreading matching body parts at the same time in the same way. Asymmetry results when unmatched parts are spread apart or when spreading of parts occurs at different times. Symmetrical wide shapes demand good control to hold parts the same throughout a movement. Most actions that use wide shapes are asymmetric at the beginning and end; some may pass through a phase of symmetry but some do not. In order for a wide shape to travel there must be a moment when the center of gravity moves outside the base of support and this usually produces asymmetry until balance is regained. Symmetrical wide shapes tend to occur in rolls and jumps but wide shapes that suggest one side leading, such as in a cartwheel, produce asymmetry.

1.6 Levels

Wide shapes can be made at the high level when they are made in the air after the take-off in jumping or by stretching parts high above a base of support which is usually the feet. Reaching toward the ceiling and to the walls can produce high wide shapes. They are made at the low level by spreading out in a horizontal and vertical dimension with a base of support close to the floor. Bases tend to be the knees, back, tummy, side or seat. They are made at the medium level most often because of the spreading of the base or because the body spreads from the mid point of the body outward.

1.7 Directions

Wide shapes tend to spread into at least two different spatial areas: in front or behind; to the right or left, above or below the center of the body. Most wheeling actions and some rolling actions such as straddle-type rolls are possible in these directions.

1.8 Pathways

Wide shapes are useful in making straight or angular pathways because the shape itself consists of straight lines and parts tend to penetrate space. A curved floor pathway is made when wheeling is done in a partial horizontal-vertical plane or when stretching and twisting are combined to make the wide shape, as in rolling. The air pathway may be curved as parts arc or turn away from the center of the body or the base of support.

1.9 Extension

Wide shapes stress the opening up or advancing of the body and the use of all possible space. Since a great deal of space is taken up in making this shape, it should be used when there is ample space around objects and people.

1.10 Energy

Wide shapes usually give a strong appearance when the center of gravity is low or parts are spreading downward. They may appear light and buoyant if parts are high above the base and there is spreading upwards towards and away from the center of levity or the chest area. This latter buoyancy is desired in most gymnastics work.

1.11 Speed

In rotation one can create deceleration by making the shape larger or by spreading parts out. Quickness is needed when parts extend suddenly in take-offs for jumps or in whipping actions which spread the body. Slowness is needed for careful spreading of parts especially when less resilient parts will receive the weight.

1.12 Flow

If all parts start spreading at the same time then simultaneous flow is experienced. If one part moves after another in sequence then successive flow is achieved. Successive flow can occur when spreading goes from a body part or joint close to the body outward such as stretching from the shoulder, elbow and wrist, to the fingers. Wide shapes can be useful in increasing flow of movement as parts are taken away from the center of gravity to lead into the next action. When one action leads right into the next and spreading continually leads into travels then free flow is experienced. This often occurs when the spreading of parts creates a tipping, falling or off-balance situation. When the spreading is done cautiously or stops and starts often then bound flow is experienced.

1.13 Apparatus

Wide shapes are often used to span gaps for climbing and to extend beyond, over or above the apparatus. Symmetrical wide shapes often occur when two pieces of apparatus are placed apart and at the same height. Apparatus placed in straight lines leads to symmetrical shapes. Wide shapes can be made more easily when jumping from a height than jumping from the floor because more time is spent in the air to complete the spreading action. Parts can lead into the next action by extending and reaching for apparatus. Balances tend to be stable and parts can be placed on different pieces of apparatus or on the same piece. The straddle or legs apart shape and splits are common.

1.14 Partner Work

Wide shapes are easily copied and matched in a variety of ways. Students can learn variations of shapes on different bases and be absorbed in copying exactly what the partner's shape is. Wide shapes produce a nice effect when partners match shapes at different levels on the apparatus. The wide shape is excellent as a shape to be negotiated over, around or through. A fairly wide base is needed if support is to be given to a partner.

2.0 Long, narrow shapes are made by stretching parts along or close to the mid line of the body, and away from the mid point in opposite directions.

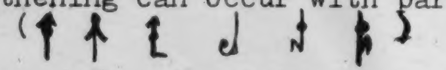
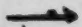
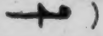
2.1 Balance

Long, narrow shapes tend to be unstable if they are made by stretching vertically above the base of support (the center of gravity is high and is over a narrow base). When the long shape is made over a linear, horizontal base the shape is very stable.

2.2 Locomotion

Shapes stressing the long, straight line of the body are used in propulsion, vaulting, diving, swinging, some rolls (log roll), sliding and locomotion such as jumping up high or vaulting. The long shape often is a result of extension in one direction such as in dive rolls and is used as ending positions that stress height above the base. The long shape during flight is mastered as a natural follow through from the two foot take-off. Performing other shapes in flight require more body adjustments.

2.3 Parts

Long, narrow shapes are made when parts extend away from the center of the body in a line; matching parts (especially arms and legs) are often held together. If the limb is not matched to its counterpart, it is held close to the mid line of the body. Variations of the pin shape occur when parts are used to make the shape appear like an arrow or straight line. Parts must extend completely but as close to the mid line of the body as possible. Lengthening can occur with parts touching the floor () forming a small base and parts rising above it. The horizontal shape usually has the length of the body as a base () but may be made over a small base () such as hands or knee ( ). Parts reaching away from each other are used for counterbalance.

2.4 Functions

Long, narrow shapes result from stretching in opposite directions or from the base of support in a straight line.

2.5 Symmetry and Asymmetry

Long symmetrical shapes tend to be few and tend to stress matching parts placed side by side. Asymmetrical long shapes provide more variety but are still restricted in number because parts are held close to the mid line of the body.

2.6 Levels

Long, narrow shapes can be made high in the air as a natural elongation of the body occurs in take-offs. These shapes are made low to the floor when pencil-like shapes are made on the back, tummy or side in the horizontal dimension. When the shape is made at the medium level it is usually done to initiate movement in one direction or thrust the body through space as in diving, or to balance above a small base.

2.7 Directions

Long shapes tend to stress up and down, forward and backward or diagonal directions. Most springing actions using hands and feet stress forward and backward as well as up and down movement. Sliding stresses forward or backward movement. Rotation may occur in spinning or in performing log rolls.

The static shape may be facing any direction but stresses the vertical or horizontal dimension.

2.8 Pathways

Straight patterns in space tend to be created because of the linear shape of the body. Pushing, pulling, leaping and rolling tend to go in an unswerving pathway. A curved air pathway may result from an arcing spring-like action, as in a dive roll or hand spring, or as a result of spinning.

2.9 Extension

Narrow shapes involve opening the body from a point of reference making extreme ends extend away from each other in opposite directions.

2.10 Energy

Long shapes often give the appearance of lightness and unbalance when they are vertical. There should be just enough tension to produce the effect of levity and not produce heaviness or inability to move.

2.11 Speed

Long shapes tend to be used for fast action as they often produce long levers in the body that are useful in gaining momentum for swinging and vaulting types of actions. The long shape penetrates space and is useful in directing force in the line of movement through the center of gravity.

2.12 Flow

Successive flow from a base or the center of the body occurs in progressively stretching away from the points of reference. When on the feet the flow would proceed from ankle, to knee, to hip, to shoulder, to elbow, to wrist and to the fingers. From a headstand position with legs tucked, one can progressively unfold to a long shape by extending hips, knees and feet. Simultaneous flow occurs when all body parts start stretching away at the same time and is possible in opening the body from a curled position. Kicking to a handstand involves the use of all parts at one time. Long shapes can be useful to increase flow of movement as they lift or lengthen the body in preparation for the next action. The pin-like shape is useful for producing free flowing actions as it tends to easily be tipped off balance and leads to on-going movement. However, if held balances are often attempted then bound flow occurs as there is an attempt to hold the shape from moving.

2.13 Apparatus

Long, narrow shapes are used in reaching above equipment, for extending below apparatus that is placed high, in thrusting away from apparatus in an upward direction, in balancing on small surfaces, in circling, swinging and sliding actions and diving over or off various heights of apparatus. Many vaults make use of the long shape as the body extends to reach height or distance. Vertical balances are more difficult as the added height of the apparatus adds a challenge to the performer. Inverted balances on hands may become easier if the apparatus is used to lean against.

2.14 Partner Work

The long shape is fairly easy to copy or match but tends to be difficult to hold still. It is the easiest to match in the air if timing is accurate. The long shape is also good to use in negotiating as one travels over or under another shape. It can be used as a low shape to be negotiated and is good for those students lacking confidence in going over the other person. It is particularly useful as a rolling shape to be negotiated. If a partner is to balance on the other a vertical long shape is difficult whereas the horizontal long shape is easier provided the partner provides a large surface upon which to balance.

3.0 Rounded shapes are made by curling the body around a central point in the body or by arching the body.

3.1 Balance

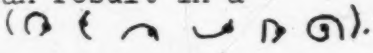
Rounded shapes tend to be very stable as the center of gravity is close to the base or centered over the base of support. Bases may be small or large but there is the appearance of diminishing or closing into the base. Arching the body often changes the center of gravity of the shape to the periphery or just beyond the body.

3.2 Locomotion

Rounded shapes are stressed for safety in protecting body parts and are used in rocking, rolling, tumbling, landing and various types of rotation.

Curling is often used for transitional moves combined with stretching and twisting. Curling can be combined with jumping to produce a tucked shape or to initiate rotation in the air resulting in somersaulting.

3.3 Parts

Rounded shapes are made as the body curls around a focal point or a base; the spine can round itself forwards, backwards or sideways and the limbs can bend. Hands and feet are brought towards the center of the body or toward each other. The head is often a part to be stressed as it is an extension of the spine and should be included in the bending action. Even when a completely round shape is not made, the extremities appear to be merging together. Arching and curving the spine and parts can result in a variety of closed or open curves ().

Parts of the body may be rounded more than others but the total appearance of the shape must be ball-like or rounded.

3.4 Functions

A rounded shape results from curling and arching the spine or by bending arms or legs. A curved shape is formed by stopping the curling or arching movement before it reaches its limit.

3.5 Symmetry and Asymmetry

Symmetrical curled shapes are commonly found in forward and backward rocking and rolling actions, and in forward and backward bending. Asymmetry occurs as shoulder rolls or arching to the side or with parts bending at different times. Any bending or arching with a one sided emphasis will produce asymmetry.

3.6 Levels

Rounded shapes can be made at a high level by tucking or bringing parts toward the center while in the air. This tends to be difficult to do as one must open up in preparation for landing. At times the tucking action may result in rotation in the air. These shapes are used often at the low level when rocking and rolling or landing is involved. Bridge-like shapes are most often at the medium or low level. Bending the knees fully to crouch and curling the body while on knees, seat, hip or side of the body will produce rounded shapes at the low level.

3.7 Directions

Rounded shapes are good for forward, backward and sideways movement and there is less stress placed on up-down directions unless an inclined surface is used. Safety is enhanced when curling goes in the direction with body momentum.

3.8 Pathways

Rounded shapes are useful for creating curved pathways and symmetrical round shapes can follow straight pathways on the floor. If the shape is asymmetric then a curved or zigzag pathway can result. Curves, circles and spirals tend to be created in the air as bending and arching occur in movement.

3.9 Extension

Rounded shapes stress closing the body around or toward a point of reference.

3.10 Energy

Rounded shapes should appear controlled and firm rather than loose. Tension is needed to hold parts in. Because of the pull of gravity on the body the bending often occurs when the body is sinking to the ground. Tension is needed to control this yielding as the body sinks either quickly or slowly. An important safety feature of gymnastics work is to learn how much tension is needed to avoid jarring the body as it yields to gravity. Complete relaxation must be avoided and the body should not be held so rigidly that recovery after yielding is impossible. The recovery usually leads into another action and the interplay between the sinking and opening should be done smoothly. When space does not allow for a transfer of weight to follow the sinking action then more tension is needed to stop momentum or redirect it up instead of outwards.

3.11 Speed

Generally, round or small shapes travel more quickly than ones that use more space. Bending or contracting the body often precedes a quick unfolding needed for vigorous thrusting of the body. Slow curling of the body can occur when lowering the body onto less resilient parts whereas quick curling may occur as the body arrives on apparatus or stops suddenly. Speed is usually needed in folding the body to whip or circle around apparatus.

3.12 Flow

If all parts of the body start contracting at the same time then simultaneous flow is experienced. Rolling, somersaulting and most arching and bending show simultaneous flow. If the bending starts in one joint and progressively involves other joints then successive flow occurs. Bending in a wave-like fashion may be seen as one goes into a crouch by bending the knees, hip, waist, shoulders and head. Rolling that is difficult to stop tends to produce free flowing movements and often involve a series of rolls performed quickly one after the other. Arching and rolling that lead into held positions or restrained movement produce bound, controlled flow. Rounded shapes are useful for increasing flow as they are used in landings, recovery or as preparation for extension.

3.13 Apparatus

Rounded shapes occur when apparatus provides narrow, small spaces or surfaces to be manoeuvred, when landing from a height, when lowering the body, and when arriving on apparatus. In any spring-like action there is the curling of the body before the explosive extension. Rolls along inclined surfaces add further challenge to the performer. Curling the body in towards a bar on the upswing aids the circling action.

3.14 Partner Work

Curling movements are usually good as transitional movements when matching is being done. They are good as a contrast for the other shapes being matched, copied or mirrored. As a shape to be negotiated, ball-like shapes are excellent to go over. The rounded shape to be negotiated can be very low or partially opened and at a medium level. Arched and bridge shapes are also good to be negotiated. Bridging over a partner who gives partial support provides many students the opportunity to create shapes they may not be able to do on their own. One partner can provide a stable base for the other to lean against or arch over. Partners can also link arched shapes by joining unusual parts.

4.0 Twisted shapes are made when parts of the body rotate at a joint to face different directions.

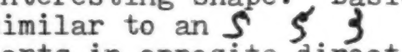
4.1 Balance

Twisted shapes tend to be unstable and off balance as the part(s) being stressed are often taken outside the base of support to enable a transfer of weight. Interesting and challenging balances can be achieved by reducing the size of the base and twisting body parts out in different directions.

4.2 Locomotion

Twisted shapes are used to create a change of direction and/or turning. Twisting is purposeful when one action leads into another immediately and it should be stressed as a transitional movement. Twisting may initiate turning, spinning and stress parts leading the action in a new direction. However, once the action reaches a climax, there is usually little twist left in the body itself. Twisting in jumping and vaulting involves rotation or turning. The landings become more difficult as the twisting or turning may continue once parts receive weight and transfer of weight must be quickly achieved to avoid injuring a joint.

4.3 Parts

Twisted shapes are made by rotating one part of the body to face one direction, while the other parts face another direction. Joints of the body are stressed when rotation in the body occurs and usually one part of the body is fixed. Movement of the upper and lower part of the body can be stressed when twisting of the spine is involved. The extremities of the body pull against each other in different directions. Limbs can also twist at joints. This is useful when the limb leads movement in a new direction or when presenting an interesting shape. Basic twisted shapes may appear similar to an  and can be made by placing parts in opposite directions.

4.4 Functions

Twisted shapes result from rotation at a joint and can be combined with curling and stretching to produce twisting in different dimensions.

4.5 Symmetry and Asymmetry

Twisting produces only asymmetrical movement. One part or one side of the body receiving more emphasis than other parts may initiate a transfer of weight. Asymmetry stresses locomotion using step-like actions, turning, and twisting actions where one side leads. There is an off-balance and uneven look to the action and it often results in tipping. Thus, twisted shapes usually receive emphasis after the other basic shapes are mastered. Take-offs and

and landings are off or onto one part. A twisted asymmetrical shape in the air may be held or may lead to turning.

4.6 Levels

Twisting may create a change in level if it is combined with up and down directions. Many advanced vaults and springing actions into the air require twisting. Some springing actions (especially from hands to feet) that move at a medium level may include twisting to land facing a different direction. When twisting is done in contact with the floor there is a tendency to lower the body to the medium or low level because of the twist.

4.7 Directions

Twisted shapes are particularly good for stressing combinations of directions rather than one single direction. Often the sideways or diagonal direction is used following another direction so that twisting occurs rather than just bending or stretching. Body parts go in different directions around an axis so that they counteract each other and more than one direction is used.

4.8 Pathways

Curling and stretching combined with twisting often create spiral or zigzag pathways. A twisted pathway is rounded but has a change of direction somewhere between the two ends of the path. A floor pattern often crosses over itself. An air pattern is more than arched or rounded because it has a change of direction in the middle.

4.9 Extension

Twisted shapes usually involve some contraction or stretching. The twisted shape may be made large and extended, small and contracted, or part of it may be small and part large.

4.10 Energy

Twisted shapes appear to be firm as body parts work in opposition to create a cramped look. Muscular tension increases as the twisted shape moves off balance but decreases as balance is regained.

4.11 Speed

The recoil after twisting can be used to increase speed. As the limit of the twisting action is reached, speed decreases. To decrease body momentum the body can twist and direct the speed in another direction. The twist is often done quickly if it is to initiate an action such as adjusting balance or turning. Slower twisting occurs when parts of the body receive weight.

4.12 Flow

Twisted shapes should be used to continue flow of movement by following through with the action and not stopping it. Often they are used for wind-up and reaction or to change direction or level. Twisted shapes often occur as a result of simultaneous flow because parts move in opposite directions at the same time. Growing into a twisted shape can occur when one part starts the twist and the action leads to the next part and so on until completion. Twisting while turning, jumping, rolling or tipping tend to be difficult to stop and produce free flowing movement. Restrained twisting or twisting that is stopped produce bound flow. These controlled twists may occur as preparation for or recovery from action whereas the free twisting may occur as transitions between actions.

4.13 Apparatus

Twisted shapes can initiate spins or turns on apparatus (ropes) or be used when there is a change of direction. Vaults often combine stretching and twisting functions to make for difficult pre-flight and post-flight phases. The twist may occur as one gets on the equipment to create a change of direction immediately upon arrival. One can twist to leave the equipment and land facing another direction. Apparatus placed at angles will stimulate frequent changes of direction and twists may be possible.

4.14 Partner Work

Twisting movements are used primarily as transitional moves to reposition partners in varying situations. Changing from a face to face situation to side by side or from meeting to parting can occur if twisting leads into a change of direction or turning. The twisted shapes are good to use when negotiating in close proximity to a partner's shape in order to negotiate several times.

5.0 Combinations of shapes are frequently found in the body at the same time.

5.1 Balance

To achieve stability in static positions one part of the body may form one basic shape while another part looks quite different. If the upper part of the body is long and narrow reaching vertically above the base then stability is gained by having a fairly wide base. The base of support may be one basic shape while the parts above or below the base may be a different shape.

5.2 Locomotion

As there is a preparation, climax and recovery for every action the body may form a basic shape in each phase as long as one phase leads naturally into the next. The bending at the knees and hip preceding the stretch in take-off for flight can lead into the climax of the action in the air with a wide spread shape and be finalized with a curling action upon landing. Parts of the body may bend in order to extend and thrust the body into locomotion. The arms may bend and stretch to push the rest of the body as it slides along a surface while the main shape of the body may be long and thin.

5.3 Parts

When stress is placed on one area of the body then the shape in those parts becomes important. When parts meet the floor or arrive on a surface, bending or rounding the parts prevents jarring. When parts thrust away from the base then stretching occurs. Parts leading an action may stretch and reach. As parts meet arching or curling result. To move in different directions part of the body may twist while other parts stretch or curl. When parts are used to guide movement into and out of various shapes they may create combinations of the basic shapes within the body. Different shapes usually occur in different parts when successive use of parts occurs.

5.4 Functions

Body shapes are caused by bending, stretching and twisting. Part of the body may be bent while another part is stretched. In a dive roll the legs may remain straight while the arms and upper body curl to receive the weight. Usually one function leads into the next to provide for a smooth change. Stretching may lead to curling; curling may lead to stretching; twisting can be combined with contraction and twisting can be combined with extension. When all parts contribute to the bending, stretching or twisting then one body shape usually results. However, when parts perform the function at different times or when parts perform two different functions then a combined body shape results.

5.5 Symmetry and Asymmetry

When parts of the body form various shapes at the same time asymmetry results unless all portions are matched on either side of the mid line of the body. The upper part of the body can be narrow when it is used in handstanding but the legs may be wide. If each side of the body is identical then the shape is symmetrical. However, if the legs in this case were in the split position the shape would be asymmetrical.

5.6 Levels

Parts of the body may extend into different levels at the same time. They may stretch up at the same time as part is curling low. Generally, one level will be stressed more than the other and movement will lead into that level and create a change of shape. Seldom are all three levels used at one time but two are common.

5.7 Directions

When direction is changed there can be a change of shape in the whole or part of the body. This usually occurs when part of the body leads the directional change.

5.8 Pathways

As shape changes within the body to create more than one shape at a time, movement tends to change direction and create zigzag, angular or curving pathways. Straight lines are difficult to follow when the body forms combined shapes.

5.9 Extension

When the shape of the body is partially small and partially large a combined shape is made. When movement changes from being made on a large scale to a small scale or vice versa, body shape goes through a transition which may result in using combinations of the basic shapes.

5.10 Energy

When body shape is changed to transfer weight more muscular tension is needed than when parts are only moved above the base of support. The smaller the base in balance or movement, the more likelihood of using more tension than when larger bases are used. Thus, when combined shapes result in large bases less tension is needed than when smaller bases are formed.

5.11 Speed

Quick, successive changing of body parts to produce various combinations of shapes will be more difficult to control than slower changing in part of the body.

5.12 Flow

Successive flow of movement from one part to the next tends to produce combinations of the basic shapes of the body. When all parts change at the same time body shape tends to resemble one basic shape only.

5.13 Apparatus

The approach, the main action and the recovery while using apparatus may create situations when a different basic shape is used for each phase of the movement. Apparatus can provide for varying spaces to be negotiated and as the body moves from one spot to another the body may form combinations of shapes. One part may stretch and reach while another part curls around a point.

5.14 Partner Work

Accurate matching of shapes should not be lost as partners continue to change from one shape to another. However, just as the basic shapes are blended together in movement when working alone, the same thing may occur when partners change from one shape to the next. The combined shapes will also be seen when negotiating a continually moving object. When partners join together to make shapes while in contact with each other, one partner may stress one shape while the other stresses another. These partner shapes are particularly challenging when the point of contact must blend together, but the parts farther away need not assume the same shape.

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SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME: BODY SHAPES

After attaining a fairly good understanding of the content material for the theme on body shapes the teacher will be ready to select appropriate concepts for his class and organize learning experiences. This resource material is designed to provide teachers with information that describes possible learning experiences related to the content material described in Section III. Based on observation of a class of students the teacher will need to select appropriate objectives and activities.

The suggestions for developing a series of lessons on the theme of body shapes are presented in three different formats. Each format is designed to give help in lesson planning and in progressively developing the theme from lesson to lesson. Each format is different in the type of suggestions given. The first format provides general guidelines and descriptions of activities. The second and third formats consecutively provide more detail in completing each lesson in a unit.

The teacher should examine all three formats and select one which they feel would be most beneficial in helping them prepare a unit of lessons on the theme. Teachers can indicate reasons for their selection on the questionnaire or during the interview.

I. FORMAT A

This format is designed to give general ideas about lesson planning that will help a teacher develop specific lessons. Guidance in organizing the content material for the theme is provided in descriptive statements about what should be included in the first lessons, what should be considered for continued progress and possible alternatives for enriching the work.

The Lesson Plan:

Each gymnastic lesson should contain the following components:

(1) The introduction to the lesson begins as soon as the children move into the gymnasium or area being used. The teacher usually gives the children their first task or instruction prior to going to the gymnasium so that little time is wasted in getting started. If the lesson is the first in a series being taught on a theme, the teacher may

wish to direct the children and give them specific suggestions on activities to do. However, this part of the lesson usually is a review of previous lessons. The teacher may wish to be specific and direct the children in working on something on which they need practice or allow the children to select an activity they wish to practise. This part of the lesson provides for individual work unless partner work has been suggested by the teacher or has been worked on previously. Activities should be vigorous and related to previous work or to the theme of the lesson. Usually children work on the floor with no equipment or with pieces of small equipment. It is often difficult to tell exactly when this part of the lesson ends and the next part begins because the activities used initially will be developed further as a natural progression occurs within the lesson.

(2) The floor work phase of the lesson draws attention to movement ideas related to the theme. Because each lesson does not deal with the entire content material for a theme, specific material is selected and focused upon in tasks. To provide for all round use of the body some tasks should stress the use of the legs in travelling and jumping actions. Some tasks should stress the use of the arms to support the body. Some tasks should stress the use of other body parts and movement of the spine in bending, twisting and turning actions. Tasks should lead to the joining of movements together into sequences. It is important that each child be allowed to answer each task at his own level of ability and tasks are often stated as problems to be solved. Because the tasks are intended to focus attention on certain aspects of the theme they usually limit the responses possible. By limiting tasks in varying degrees the teacher can get students to clarify their movements and improve their skill. Partner work may be used at times in this part of the lesson after the children have worked with the movement idea by themselves. For variety or added challenge, small pieces of apparatus may be used. Small apparatus commonly used consists of hoops, ropes and small individual mats. Benches and mats may be used as long as children avoid lining up or crowding. Smaller apparatus is useful if it allows for maximum participation with all children moving at one time.

(3) The apparatus phase of the lesson provides the children the opportunity of applying movement concepts dealt with on the floor to a more challenging situation. Children are usually grouped and assigned particular apparatus to set up. To provide for maximum participation the groups should be small; preferably no more than four children per group. The larger pieces of equipment are dispersed among the groups so that a variety of stations are arranged. As many as eight or more stations may be set up and the teacher should establish a rotation system so that the children get to use all of the equipment over several lessons. For efficiency it is often best to have the students remain in their groups throughout the unit and be responsible for setting up and putting away

the same equipment each lesson. As soon as the teacher sees that all stations are set up properly groups can rotate to work on different equipment. In most thirty minute lessons three stations may be visited. The children need time to work on tasks and develop sequences and if they are moved too soon quality work will not be developed. The teacher sets tasks similar to those during the floor work phase of the lesson. The theme of the lesson should be carried through for continuity to be developed. When groups rotate to a new station tasks are often repeated because the children will be applying the movement idea to a new situation. Task cards can provide tasks for particular arrangements.

(4) At the end of the lesson children can be given a task to do after their equipment is put away. Each group should return to the station they set up and dismantle it. As groups finish putting away their equipment they can move into an empty space on the floor and practise an activity done earlier or one of their choice. The concluding activity tends to maximize the time spent in the gymnasium and also gives the child an opportunity to improve skill.

The amount of time spent in each phase of the lesson will vary. At the beginning of a unit the teacher may spend more time developing the movement ideas during floor work than on the apparatus, but the children will be very disappointed if they do not get the opportunity to work on the apparatus each lesson. The initial quality of work on the apparatus may be low as the students need time to explore and discover how they can use the equipment fully. As the unit progresses more time may be spent on the apparatus but never should there be apparatus work without some time spent on limbering activities prior to it. Children should be kept active a majority of the time and stopping for instruction should be minimized. The class should learn to work with a low noise level to enable the children to hear the teacher's instructions at all times as they continue to work. Avoid line-up situations or situations that do not allow all children to be active at the same time. The more opportunity the child has to continue moving the better are his chances for improving his skill.

As the children work on the floor or on apparatus the teacher will continually be setting tasks to encourage and guide the students in improving their movement. On occasion the task may be very direct and limited, requiring one type of response. These tasks are useful in coaching individuals or groups that show a common need to improve in one aspect. Other tasks may stimulate variety of movement and may be limited by the main movement idea being developed. In all cases the task set must allow for the individual child to be able to respond to the problem at his own level of ability. When giving tasks to a group of children there must be enough flexibility within the task for every child to be able to respond successfully. When giving tasks to individuals the teacher must be assured that the child can answer the task the teacher requests. Teachers will use several methods of setting tasks at different times according to the situation at hand. Direct teaching, problem solving and discovery all have value when used at the right time.

When teachers initiate planning a series of lessons on a theme they must provide for each of the above components of a lesson as well as decide on appropriate content material from the theme to begin with. The following guide provides suggestions that the teacher can adapt to their own particular class needs. Specific lessons are not provided as teachers may wish to develop specific activities most appropriate for their class. However, the following ideas should help the teacher organize the content material and by using these suggestions and the previous ones on lesson planning, the teacher could develop specific lesson plans.

The First Lessons:

If the teacher is planning this unit as the first gymnastics unit during the year a brief amount of time should be spent initially on safety awareness ideas which should be an integral aspect of the entire physical education program. Most safety awareness ideas can be dealt with in a new way by relating them to the theme. If this unit follows a previous unit in gymnastics, the teacher may wish to spend less time on the safety aspects and move more quickly onto specific content ideas.

The unit can begin with a review of previous work in travelling and balancing in a variety of ways on a variety of body parts. Locomotion on the feet, hands and feet, hands only, and on other body parts by using jumping, sliding, rolling and step-like actions should be reviewed. Safety aspects of moving into and out of empty spaces, avoiding other people and controlling speed and momentum would be stressed. The review of these actions can be related to the theme by suggesting to students that they use larger or smaller amounts of space at appropriate times. In this way the elementary body shapes of "large" and "small" will be the focus. Balance can be reviewed through suggestions to hold the body still on named or numbered body parts. Basic ideas about the size of the base affecting stability can be reviewed as students are asked to use large bases and progressively make them smaller. Ideas on locomotion and balance should be presented jointly in lessons to avoid having a lesson that is very limited in its movement scope. It would be most undesirable to have a lesson completely devoted to stillness! During the early lessons, Division Two students should also be encouraged to join movements together into short sequences on the floor and on apparatus. After experimenting and discovering a variety of ways of moving the students should select and practise putting actions together. Early sequences may involve joining a large movement to a smaller movement; joining several actions using a lot of space followed by several actions using little space; or joining contrasting actions using large amounts of space and small amounts of space with a change of speed and/or direction. By repeating short sequences the children can improve the quality of their work as well as develop their movement memory.

Once the students have developed a variety of ways of taking weight and transferring weight using an appropriate amount of space for the situation, then the shape the body forms while travelling and balancing can receive attention. A review of how the body can curl, stretch or twist to create the basic shapes will help students focus more closely on aspects of the theme. Held or static curled, stretched and twisted shapes can be attempted over a variety of bases. Moving from one place to another by curling, stretching and twisting will help the students to realize that changing shape in movement demands skill and precision in clarifying the form of the body. The student's attention must be drawn toward the action leading into, through and following the movement. Attention can be focused upon the climax of the movement and the shape of the body being clearly formed. The basic shapes of wide, narrow, rounded and twisted can all be tried by leading into or out of the shape with the curling, stretching or twisting movement.

In summary, the introductory lessons would develop an awareness of whole body actions, use of body parts, and how the body functions can lead to the formation of the basic shapes. Related to these body awareness ideas the spatial concepts dealing with the amount of space used and changing direction could be stressed. Continuity and smooth joining of movements and an ability to change speed would be related dynamic aspects of movement. Apparatus work would be explorative with an emphasis on changing body shape as the apparatus or other people sharing the equipment demand. Refer back to Section III for these concepts to be included in introductory lessons:

1.1, 2.1, 3.1, 4.1	Balance
1.2, 2.2, 3.2, 4.2	Locomotion
1.4, 2.4, 3.4, 4.4	Functions
1.7, 2.7, 3.7, 4.7	Directions
1.9, 2.9, 3.9, 4.9	Extensions
1.11, 2.11, 3.11, 4.11	Speed
1.12, 2.12, 3.12, 4.12	Flow

Not all of the ideas discussed under each related concept need be fully developed in the initial lessons as more specific use of body shapes will be dealt with in following lessons. The main aim of the introductory lessons will be to review previous work, establish a safe working attitude in students and introduce ideas of basic shapes in movement.

Continued Progress:

Students should progressively develop an awareness of the shapes the body makes in stillness and while moving and develop precision and clarity in forming the various shapes. Changing body shape will become the focus of lessons and related aspects of movement will help to develop quality and variety.

The four basic shapes will be performed as a result of bending, stretching and twisting. To further develop skill in forming these shapes students can concentrate on body parts used to create variety within the basic shapes. Parts touching the floor or apparatus can be used to focus the attention of the student to the relationship of the shape to the base of support. Parts used above or below the base may then receive attention and students can learn how the shape can affect stability or influence mobility and stillness. Symmetric and asymmetric use of parts will challenge students into using body parts precisely in an action.

Relating spatial concepts to the formation of shapes will help students add variety to their work. An emphasis on different levels at which shapes can be made may help students avoid working at one level only. Skill in making shapes high during flight and moving through levels from one extreme to the other should provide for stimulating work. Students will learn which shapes they can make at each level and select appropriate shapes to use close to the floor or reaching for the ceiling. Although changing direction will have been reviewed, further emphasis can be placed on the use of the six main directions with each shape. Ways of transferring weight can be reviewed with an emphasis on how the shape of the body can influence the direction of the travel. Closely related to change of direction is the pathway created. Students will find it easier to concentrate on following floor pathways or pathways created by the apparatus than dealing with air patterns. The use of the basic shape to create various pathways will be challenging to students. Straight and curved pathways can be explored and students can find which shapes can travel in straight lines or in curves. The focus should remain on the shape of the body as it creates or follows the pathway.

Students will previously have used a change of speed to add variety to their movement as well as to add an element of moving safely by avoiding obstacles quickly when necessary. However, speed can be related to the basic shapes and students will find their skill challenged when they must move into or out of various shapes quickly, slowly or with acceleration or deceleration. Various shapes will affect the speed of the action and students can learn when to use a change of speed effectively. Continuous quick movement will be demanding and students will enjoy learning how to show contrasts of speed as they change body shape. Again the focus must be on the shape of the body as it moves quickly or slowly and students will find this added element a challenge to their previous work on forming clear body shapes.

Sequence work will already have started in early lessons but more quality in movement should be developed as students concentrate on the flow as they change from one shape to another. An emphasis can be placed on how certain shapes enhance smooth flow or help to stop the flow of movement. The preparation for and recovery from an action can receive attention and the shape the body forms in these phases of a movement can be examined. The special use of parts to form the shape all together or one after the other can be explored. A conscious awareness of how the flow of movement can affect the forming of shapes in the body can help students use shapes logically in sequence work.

Partner work on the floor can be initiated as either matching activities or negotiating a partner's shape. Often, a more lively class will enjoy negotiating a partner's held shape. Both students should retain a focus on using body shapes in a variety of ways. The quality of work may drop until the partners familiarize themselves with each person's movement patterns and capabilities. The situations should stress a focus on how the body shape can be used to go over, under, through or around the other person's shape. A series of alternating positions can lead to the development of exciting sequences. A skilled student may present a moving shape for the other to negotiate and continuously negotiating each other can lead to more challenging work. Many classes, often grades five and six, like to work on matching and copying a partner's shape. Copying shapes exactly often leads to greater clarity in shapes formed, but may lead to static balances and breaks in flow. After initially discovering how partners can match each other in face to face, back to back, side by side and one after the other situations, they should focus upon matching continuously changing shapes. Partner work can become more challenging as students combine the matching and negotiating situations into sequences. Partners may start with matching, proceed on to negotiating and end with matching. Many variations are possible and children will enjoy making their own combinations.

Apparatus work will initially be individual in nature as students need a good deal of time to learn how to adapt the movement ideas on the floor to the more restricted situations that the apparatus provides. Shapes made on the apparatus may receive early attention. Students will find that focusing on shape as one moves onto or off of apparatus will help them move smoothly toward, along and away from equipment. Shapes made above, below and partially on can be attempted on single pieces of equipment and then on combinations of pieces as shapes span gaps or rest on more than one surface at a time. Low, wide equipment may be used before height and distance is added to various arrangements. Springing devices should be used as single pieces of apparatus along with a mat for the landing. Students should learn to control flight actions from various heights and off of single springing pieces of equipment before they are asked to fly onto or over (as in vaulting) other obstacles. Interesting pathways can be followed as students change from one shape to another. Sequences should be repeated and should show changes of speed and direction with continuous flow of movement from beginning to end.

After partner work has been done during floor work it may be further developed on the apparatus. Matching shapes usually is stressed because the apparatus itself provides students with an obstacle to work on or around. When partner work on apparatus is combined with partner work developed on the floor then interesting sequences can be developed as the partners move onto and off the equipment and use the floor space around equipment.

Although the major components of each lesson will be included the teacher will most likely find the time spent on apparatus will take approximately two-thirds of the lesson by the end of the unit. There is nothing wrong with this as long as the students have an opportunity to develop their skill in handling each movement concept on the floor prior to applying it to the apparatus situations. Some lessons that introduce a new movement concept related to the theme may devote two-thirds of the time to floor work and the next lesson review the idea and develop it further on the apparatus. Thus, the fluctuation of time devoted to floor and apparatus work should reflect the students' needs and the introduction of related concepts to the theme.

Lessons can vary during the floor work phase by using small equipment at times. Hoops, ropes and individual mats can be used in moving toward or away from the focal point. Students having difficulty restricting the amount of space they use may find a focal point helpful. A lesson that will review movement ideas can be varied by having each child use a small piece of equipment to make his shape. Before working with a partner on large apparatus, students may find the use of small apparatus a challenge but not a threat to their skill level. Small equipment can effectively be used with large pieces of apparatus to provide enough spaces and varied arrangements for all children in a group to be kept active all the time.

Lessons can be started in a variety of ways. Children can select their own activity to practise on the floor or with a small piece of equipment with or without a partner. The teacher can select a previous task to review. A sequence developed in the previous lesson can be practised.

Sharing of ideas should be encouraged through observation and demonstrations from individuals or small groups of students. Students may be encouraged to try something they have seen if they feel they are ready. Positive points should be brought out by the teacher in directing the students' observation. Effective questioning by the teacher can lead the students to the understanding of concepts.

Lessons will vary according to the time spent on each phase, the environment or situations structured and the movement concepts introduced. The following concepts could be developed according to the students' readiness to cope with the complexity presented by the concepts. Refer back to Section III for more details of the concepts.

1.3, 2.3, 3.3, 4.3	Parts
1.5, 2.5, 3.5, 4.5	Symmetry and Asymmetry
1.6, 2.6, 3.6, 4.6	Levels
1.7, 2.7, 3.7, 4.7	Directions
1.8, 2.8, 3.8, 4.8	Pathways
1.11, 2.11, 3.11, 4.11	Speed
1.12, 2.12, 3.12, 4.12	Flow
1.13, 2.13, 3.13, 4.13	Apparatus
1.14, 2.14, 3.14, 4.14	Partner work

The main aim of presenting the related concepts to this theme will be to develop a conscious awareness of the shape of the body in stillness and while moving and to use changing shapes in sequences of movement on the floor, on apparatus and with a partner.

Further Enrichment:

Even a fairly skilled class will need time to fully explore all of the movement concepts mentioned so far. Many students will need to work on certain related concepts over a period of time in order to completely understand and skilfully use the ideas. Thus, many concepts may be revisited in order to develop them further. However, there are some additional concepts that skilled students may find challenging.

The main focus of the work on the theme has been on the use of the basic body shapes and their variations in a variety of situations. To further develop the idea of changing body shapes students may draw their attention to the use of combined shapes within the body. After developing skill in clearly forming a variety of basic body shapes, students can explore the idea of using upper and lower or one side of the body differently. The use of body parts to make the basic shapes can be further explored to create interesting combinations. One arm may be rounded while the rest of the body stretches. Unless students have clearly developed whole body awareness of body form this type of work may lead to lack of clarity in movement. The emphasis must be placed on using the new shape for a logical purpose.

The idea of using parts in special ways to form shapes is closely related to the *energy* aspect of movement. The varying degrees of tension directed to body parts can aid in developing efficiency in movement. Skilful performers use appropriate tension in the right parts at the right time. Combining the ideas of tension and speed students can develop a variety of rhythmic patterns in their sequences. Using basic or combined shapes in various rhythmic patterns will provide for skilful work on this theme.

If students previously worked with the ideas involved in creating smooth, flowing sequences, they may find the concepts of successive or simultaneous *flow* challenging. This aspect of flow can further develop the students' skill in moving into and out of various shapes and an increased awareness of how the use of parts can vary in forming shapes.

Further progression in work developed previously can be attained by working in contact situations with a *partner*. Students who display a responsible attitude in working together and who are skilful movers may be ready to assist their partner or take some or all of their weight. Shapes made one on top of the other are difficult to move into and out of. However, this aspect combined with assisting, guiding or counterbalancing can provide partners with challenging ways to use shapes.

Apparatus work can be further developed by increasing the complexity of the arrangement of equipment and by working with a partner. Complex arrangements generally provide for higher, narrower pieces of equipment placed in conjunction with other equipment. Springing devices may be used along with other equipment such as ropes, bars or box horses. If a group of children are working at the same station, the arrangement should be suitable for all of them. Under the teacher's supervision, children may wish to arrange their own equipment. Longer sequences would be developed with or without a partner. Students may work at the one arrangement over a period of time.

The more advanced concepts to be developed with students can be found in more detail in Section III.

5.0 - Combinations of shapes within the body

1.10, 2.10, 3.10, 4.10, 5.10	Energy
1.11, 2.11, 3.11, 4.11, 5.11	Speed
1.12, 2.12, 3.12, 4.12, 5.12	Flow
1.13, 2.13, 3.13, 4.13, 5.13	Apparatus
1.14, 2.14, 3.14, 4.14, 5.14	Partner work

After completing a unit of lessons on this theme, the students may wish to show their finished floor, apparatus and partner sequences. By sharing these sequences students can gain a sense of accomplishment and pride in doing something to the best of their ability. The teacher can use this culmination as an opportunity to reinforce each student's improvements. Areas to be further improved could be jotted down to help in planning the next unit.

The teacher's careful observation of work done from lesson to lesson is essential if progress is to be made at the children's rate. A sensitive teacher will review and vary the presentation of movement concepts as the class shows the need. Recognizing concepts handled well and those needing further development will help tremendously in future planning.

II. FORMAT B

This format is designed to provide a few sample plans written with variations in teaching suggestions and descriptive statements indicating follow-up lesson material. The teacher will most likely find that he will need to adapt the plans to meet the class needs. The first two plans should give ideas about how to start the unit. The other plans show how lessons can vary in situations provided as well as in movement ideas presented. The sample plans are followed by additional teaching suggestions which give guidance in presenting content material on the theme. The teacher may select appropriate movement concepts on which his class can work and develop the number of lessons he feels necessary to deal with those concepts. Some teachers may develop two lessons while other teachers may need to develop four. Guidance in progression of material is given to the teacher but the teacher must determine the number of lessons appropriate for his class.

The First Plan

Theme: Body shapes

Purpose of the Lesson: Review work done previously in travelling and balancing; stress moving into and out of empty spaces; focus on the elementary body shapes of large and small; review ideas involving sequence work; organize the class for apparatus stations.

1. Introductory Activities:

Children travel from one empty space to another showing a variety of travelling actions.

Encourage the children to run and jump, landing softly by bending knees; jump from two feet or one foot.

Review the idea of stepping - lifting parts up and putting them down in new places; use hands, feet, other parts that can be placed down on floor.

Review sliding action on seat, tummy, back, side.

Encourage a variety of rolls - log roll; log roll plus tuck so that a stretch and curl are combined; suggest forward and backward rolls with head tucked in and hands placed to take some weight.

Suggest that different actions be joined together - jump and roll; roll and slide; step and slide.

Once the children show that they can travel using a variety of methods and parts then encourage them to move continuously changing from one travel to another.

Be sure to establish a definite "stop" signal and encourage children to listen as they work.

2. Floor Work Activities:

Use different parts of the body to balance in large or small shapes.

Suggest parts of the body that can hold their weight in still balances - feet, one foot, hands and feet in various combinations, seat, hip, upper back, hands, hands and head, knees, knees and hands ...

Using any body part-show large shapes; small shapes.

Move from a large shape to a small shape while on the same base or by changing the base and using other parts.

Discuss the ideas about stability and the base of support - generally, the larger the base the more stable the balance; may use a demonstration to show the difference in the size of the base of support.

Use a large or small shape as one travels from place to place.

Encourage the children to change from large to small as they move into and out of spaces, avoiding others as they go.

Rolls may be large or small or changing from one to the other. Log rolls; straddle rolls; holding legs straight then tucking them can produce different sizes of shapes in movement.

Step-like actions may be running with long steps or short steps, cartwheels, with hands down kicking feet into air and bringing them down in another spot, lowering the body from feet to seat or knee ...

Sliding encourages a held shape during the glide and a strong push to thrust the body.

Jumps should show stretched or tucked shapes in the air.

Avoid having children hold one shape for long as "zombie-type" movements result. Suggest they change from large to small, small to large, large to large or small to small with slight transitional movements between. The teacher might suggest: "move onto your feet and show a large shape then move onto another part and show a small shape".

To add variety to their movements suggest that the children move forwards, backwards or diagonally and to change direction often. They must show that they can change direction to avoid others.

Create a short sequence that uses the large and small body shapes in travelling and balancing.

Remind the children that there should be a still beginning and end to the sequence with smoothly joined movements inbetween.

The starting and ending balances can be contrasting shapes or similar in size.

If students need guidance the teacher may limit the sequence by asking that there must be at least one high jump, one shape made with hands touching the floor, one roll and one sliding action. Students may wish to pause in balances during the sequence but they should be encouraged to form the shape clearly (don't hold it too long) and then move onto the next body part smoothly.

Show changes of direction in the sequence.

Select large shapes and small shapes that they can move into and out of smoothly.

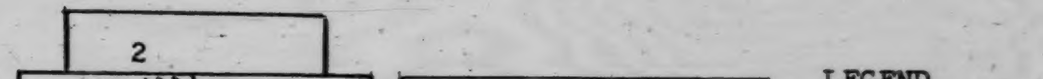
Repeat the sequence several times so that each part is done to the best of their ability.

It may be too early to have a student demonstrate a sequence but if a student is showing one particular aspect above very well, then the teacher may ask him to perform the sequence for the rest. The teacher must point out positive aspects for the children to observe. It is sometimes useful for the children to try the sequence they have seen. Most often, students do their own sequence again and try to improve on the one aspect that was demonstrated.

3. Apparatus Work:

Class organization for station work.

It would save valuable gymnasium time if the children grouped themselves into groups of about four with the teacher's guidance before arriving in the gymnasium. A group leader can be selected for each group. When the apparatus phase of the lesson arrives the teacher can assign each group their location for setting up apparatus. The teacher will have decided ahead of time what equipment should be set up for each station and the best location for each station. Once groups are sitting at their location the teacher can hand each leader a card indicating the equipment and arrangement for which his particular group will be responsible. Instruct the students to lift and carry the equipment and set it up quietly with space around it to work safely. Just before getting students to set up the apparatus the teacher should give them a task on which to work so that they may begin work as soon as their equipmen is arranged. As most students are very capable of setting up equipment themselves, the teacher should supervise and check that equipment is set up safely. The following diagrams are samples of typical gymnasia arrangements.



As this will be the first lesson in which the children set up the apparatus, they will most likely have time only to work at one station. However, if time permits, students would enjoy rotating quickly from one station to the next, moving freely but avoiding contact with others. The teacher will need to reinforce the "stop and listen" signal and keep students working at a reasonable noise level by getting them to concentrate on what they are doing. Students should always be able to hear the teacher's instructions as they continue working at the station.

Travel about your apparatus avoiding others as you work.

Keep all children in the group active at the same time - avoid line-ups and waiting turns. Encourage students to find a variety of ways to get on and off apparatus and to use a variety of pathways. Avoid using only one circuit.

Encourage the students to use jumping, rolling, sliding, climbing, swinging and stepping actions as they continuously move about their equipment.

Suggest that they move onto and off various parts of the body.

Travel and balance showing large or small shapes using the apparatus.

Balances can be made with a variety of body parts touching the apparatus. Remind the students about stability and wide or small bases.

Move into a shape and out of it. A change of direction may occur.

Move onto the apparatus in one shape and leave using a contrasting shape.

Stress control of movement so that the shape is definitely large or small.

Joining actions together smoothly can be encouraged.

Putting equipment away.

Students will put away the same apparatus they set up. They should be reminded to do this quickly, safely and quietly. Before students put away the equipment, they can be given the final task so that they can begin working on it as soon as their station is away.

4. Final Activity:

Practise the floor sequence done earlier.

The teacher can help students improve their sequence by suggesting one thing at a time on which to work.

Another alternative for a final activity is to select one specific thing that all of the children need to improve. One suggestions might be: "Show large and small shapes with weight on hands".

The Second Plan

Theme: Body shapes

Purpose of the Lesson: Review the elementary body shapes of large and small in travelling and balancing; review the whole body movements of curling, stretching and twisting and introduce the four basic shapes which result from these movements; stress the use of changing body shape in movement; and improve sequence work by adding a change of speed with the change of direction.

1. Introductory Activities:

Children travel from space to space using large and small shapes.

Review the travelling actions including jumping, rolling, sliding and stepping.

Use large shapes when there is enough space to move safely, avoiding others.

Change direction often.

Practise the sequence done last day that included travelling and balancing in large and small shapes.

The beginning and ending should be still shapes.

Move smoothly onto various body parts in the sequence.

2. Floor Work Activities:

Children make the four basic shapes on different body parts as they perform static balances.

Set the children to make wide shapes while standing, lying and balancing, with weight on hands and on different parts. Encourage full stretch from the center out. Hold the shape at its full extension for a count

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of five and then make a different one.

Make rounded and arched shapes on various parts. Encourage arching forwards, backwards and sideways.

Alternate making wide and rounded shapes.

Make long, narrow shapes, both vertical and horizontal. Alternate this shape with the others.

Make twisted, screwed shapes.

Try not to spend too much time on static shapes.

Discuss the differences between the shapes and what makes them clearly formed.

Show continuously changing shapes.

Children can select certain parts to touch the floor and change the shape above that base. Some may stretch and curl while on their seat.

Children can move onto one base and form a shape, move onto another base and form another shape.

Encourage continuous movement without pauses.

A change of speed may stimulate variety. Move quickly into some shapes and slowly into others.

Forming the basic shapes while travelling.

Run and jump and make stretched wide or narrow shapes in the air. Once this has been attempted with some degree of success then tucked, arched or twisted shapes can be tried.

Rolls with variations of leg positions can be discovered and joined onto other travelling actions.

Twisting can be explored as a means of changing direction and moving into and out of other shapes.

If students need a lot of direction then the teacher may suggest ways the children can make one shape, roll into another to end on the feet, run and jump showing a shape in the air, landing and rolling and forming another shape ...

Improve the sequence done last day by including each of the basic shapes at least once.

The beginning and ending shapes now should be a a variation of the basic shapes.

Parts of the sequence should include jumping showing clearly formed shapes in the air.

Parts of the sequence should include movements with weight on hands.

Encourage the children to show changes of direction and speed within the sequence. They should try to have at least one fast series of actions (which may come close to the end of the sequence as a climax).

If the children have developed fairly controlled short sequences at this time they may enjoy showing it to a partner. This will not be partner work as such, but will give the children a chance to observe another person's sequence and show theirs without the possible "stage fright" that often comes with showing one child's sequence to the whole class. The child observing may be directed to comment on the best part of the sequence they see and perhaps one thing that could be improved upon.

3. Apparatus Work:

Class organization.

The students set up the same station as last day and begin working at it on the first task the teacher gives. As soon as the teacher sees that all groups are ready, the children can be instructed to come off the equipment and to rotate to the next station. The teacher may give the whole class tasks to work on similar to floor work activities or may wish to have separate task cards at each station. The teacher may find specific task cards more useful in later lessons as the students will still be exploring the apparatus with the teacher's guidance in this lesson.

More than one new station may be worked on but possibly not more than three.

Find places to make the basic shapes in still balances.

Encourage the students to use a variety of parts touching the equipment.

All students should be working at the station; each child making a shape at one spot, moving to another spot and making another shape.

Move into and out of balanced shapes.

Students may find it easiest to first assume a balance, then find a way of moving out of the balance to another spot on the equipment or away from it. If they can move out of balances with control, then they can work on assuming a new balance after the travel. Short sequences should be developing.

Travelling about the equipment using the basic shapes.

Moving along, onto, off and about the equipment showing continuously changing shapes will challenge the students, if they concentrate on forming clear body shapes.

Putting equipment away.

Students should return to the station they set up and quickly put it away.

4. Final Activity:

Make the basic shapes with hands touching the floor.

They may wish to practise the parts of their sequence where they have weight on hands.

Continued Progress:

These first two lessons may be re-taught or elaborated upon to suit the class needs. Classes with limited background may need to review and develop basic ideas regarding travelling, balance, curling, stretching and twisting before using the ideas on shapes.

If the teacher selects to repeat a lesson some variation would be good. The variation may come in the amount of time devoted to floor and apparatus work. The first lesson may spend two-thirds of the time developing the ideas on the floor, while the following lesson may spend two-thirds of the time on apparatus work. Another variation can occur by using small apparatus during floor work activities.

After a review of previous work and an introduction to the basic shapes, the teacher can select various related aspects of movement that will be used to help students clarify the shape the body forms while moving and balancing.

One lesson can emphasize the use of body parts in making shapes. Named parts can be used in tasks to stimulate students to use a variety of parts as the base of support. Numbered parts can draw attention to the size of the base of support and its influence on stability. Attention should be drawn to moving onto a variety of body parts as shapes continually change. Sequence work can be directed to include certain parts specifically and to show different shapes while on those parts.

Another lesson could be devoted to the spatial aspect of making shapes at different levels. Balanced shapes at different levels can be used to stimulate an understanding of stability and the level of the center of gravity. Moving from one level to another can stimulate variety in changing shapes. An attempt must be made to draw attention to appropriate shapes at each level. Sequence work can build on previous work but be altered to incorporate changes of level.

Other spatial ideas related to body shapes can be developed into lessons. Changes of direction and use of various pathways are two ideas that can develop further variety in children's work on changing shapes. The following lesson is a sample lesson developing related spatial ideas for the theme and using a variation of floor work activities.

An Intermediate Plan

Theme: Body shapes.

(This lesson may be developed into two or three. The idea of pathway may be separated and used in a lesson by itself. The teacher may wish to teach one lesson on spatial ideas without partner work and another lesson using partners.)

Purpose of the Lesson: Review making shapes at different levels; focus upon changes of direction while moving into and out of shapes; focus on using a variety of pathways while making shapes on the floor and on apparatus; introduce no contact partner work in copying situations.

1. Introductory Activities:

Follow the leader and copy his shape as he travels about.

Children can select a partner quickly and decide which one will be the leader first. The follower will attempt to copy the leader's shape and his travelling action. Change roles.

Children may wish to copy the shape but select their own travelling actions.

Using a small piece of equipment continually show changing shapes at different levels.

Preferably each child should have a hoop, rope, small mat, stick, block, blocks and stick or other such small piece of equipment. Equipment can be scattered to allow for each person to use space around the equipment. Children can use their own equipment or move freely from one to the other.

Encourage the use of a variety of body parts and actions to take them into the air and close to the floor as they make different shapes.

2. Floor Work Activities:

Using changes of direction move into and out of various shapes.

Have students select a small piece of equipment with which to work. Suggest that they try to approach and leave the apparatus with a change of direction. Children can use one shape to approach and another to leave. Forwards, backwards and sideways movement can be stressed first.

Some time can be devoted to reviewing the use of a twisted shape to create a change of direction.

Children will enjoy moving to a different piece of apparatus and exploring the possibilities of changing direction and shape.

Some children may need to work on balancing using the equipment and then moving away from it using a different shape before the emphasis is placed on approaching and leaving the equipment.

Using changes of direction to create various pathways while continuously changing shape.

Straight and curved pathways can be explored along with the idea of approaching and leaving the apparatus. Approach using a straight pathway and leave using a zigzag path could be one combination.

Sequence that shows changes of direction and pathways approaching and leaving the apparatus.

Students will select a starting position and determine pathways that take them toward and away from the apparatus. Pathways can be altered with changes of direction.

The shapes made during the travelling should change but be clearly formed.

Keep sequences short and encourage changes of level and speed as well.

Partner work using matching shapes and small apparatus.

If children select the same partner as last lesson the time spent on exploration may not be as long as if they have a new partner. It helps if they have the same apparatus.

Partners can show each other their sequence and then teach each other so that both can match at the same time. If the two partners do not have the same equipment then one after the other situations can be stressed.

Partners can select their best moves to join together to create a short sequence of matching changing shapes as they approach and leave the apparatus.

3. Apparatus Work:

Class organization.

After quickly setting up the stations, the students can rotate and start working at station tasks. Task cards at stations may be useful in directing students' attention to variations possible at different stations.

Moving about the apparatus showing changes of direction.

Task cards would be useful in suggesting various starting and ending locations at each station. Students would show a change of direction as they travel from start to finish.

The teacher will need to remind students to clarify shapes made along the various routes.

Other tasks can suggest places to use a twisted shape to change direction.

Sequence work showing changes of direction while moving into and out of shapes.

Students can select a pathway that will allow for changes of level and direction and full use of the apparatus. One piece of apparatus may be approached from different directions each time it is used.

Pauses can occur during the sequence as long as they do not make the whole sequence appear disjointed.

Shapes must be clarified as the student travels onto, off and about the equipment.

4. Final Activity:

Partners match their shapes as they move toward and away from each other.

Changes of direction can be encouraged as children meet, part and pass each other.

Continued Progress:

The teacher may find it best to develop one related aspect of movement at a time in each lesson. Thus, use of directions and pathways may be separated into two lessons. Students may also find the new situations using small apparatus and partner work very exciting and may need a follow-up lesson on the same material to fully develop the movement possibilities.

Further lessons can be devoted to dynamic aspects of movement. One or two lessons can be developed to stress changes of speed while moving into and out of different shapes. Developing control for using several fast actions followed by slower actions or stops will take time. Sequences should become more exciting as changes of speed are used.

Improving the flow of movement can be studied by stressing preparation and recovery of actions as well as tension in the whole body or its selected parts.

Partner work can be developed gradually, first on the floor and then on the apparatus. The teacher should try to select an appropriate situation for the purpose of the lesson. Negotiating a partner's shape may be appropriate for a lesson stressing changes of direction or speed. Matching shapes may be appropriate for lessons on changing level, direction or speed. The movement idea must be explored first in individual work. Partner sequences on the floor and later on apparatus can be developed.

Advanced progress can stress aspects of flow in movement not previously developed. The following lesson would be for a more advanced class toward the end of a unit of work.

An Advanced Plan

Theme: Body shapes

(This is a fairly advanced lesson and may not be used unless students are ready. Many ideas could be repeated and used in follow-up lessons to this one.)

Purpose of the Lesson: Focus upon rhythm and flow in sequences including changing shapes; clarify total body shape by using parts in special ways and forming combined shapes; explore changing shapes in partner contact situations.

1. Introductory Activities:

Practise activities done previously.

The teacher may restrict the activities to floor work or may allow the use of small apparatus. Activities may be individual or with a partner. Sequences can be practised for improvement.

2. Floor Work Activities:

Tension (energy) needed to hold shapes.

Have the students hold shapes with all the muscular tension they can apply. Discuss the results and point out the difficulty of using too much tension for mobility. Compare this with making shapes with very little tension. Discuss the heaviness that results and the difficulty this has for mobility. Then have the students hold various shapes that are controlled throughout but buoyant and light.

More tension is needed as loss of balance occurs.

Have students join two static balances with a transfer of weight inbetween. Encourage students to feel the moment when less tension is needed as loss of balance occurs and then more tension as control is regained. Several actions can be joined together into sequences of moving into and out of balance situations. Students can also feel tension changes as speed is increased and decreased.

Body parts can receive tension at appropriate times.

Students should know and be able to show how all parts of the body are used to create a shape. As they move into and out of shapes direct their attention to parts that lead or parts that will receive weight. These are often the parts that receive more or less tension as movement occurs.

The body can make combined shapes by using parts in special ways.

One part of the body can curl while another part stretches. Parts can be wide while other parts are long and narrow. Students will discover many combinations on their own. The teacher must encourage clarity of form. Using the top and bottom half of the body differently can help students clarify combined shapes. Parts used symmetrically or asymmetrically can also stimulate clarity in shape.

Sequence work.

Practise the sequence from last day, but use appropriate tension and use all parts clearly in forming basic and combined shapes.

Partner work with contact.

Partners will enjoy negotiating a shape with contact. Push, pull and touch situations can be explored.

Counterbalance situations will help partners develop a sense for using appropriate tension.

Taking some of a partner's weight will involve leaning against, assisting and guiding situations. Students may need to be reminded to show clearly formed shapes and they will enjoy applying ideas about combined shapes as two people make shapes together.

Partner sequence using matching, negotiating and contact situations.

Students can select their favorite movements to join into a sequence. They may wish to add onto the last partner sequence developed.

3. Apparatus Work:

Sequence work to improve flow while changing shape.

Students can select a sequence at a station that they would like to work on. Refinement and clarity of shape should be stressed by directing attention to how parts are used. Use of appropriate tension in moving and balancing can be encouraged. Changes of speed should be clearly evident in sequences.

Students may wish to show their sequences as they will be the finished products of the work done in the unit.

Partner work with contact.

Assisting a partner by helping them to balance, pulling them onto apparatus, slowing or speeding up their action by pushing and counterbalance situations can be discovered. These can be incorporated into the partner sequence developed previously.

The teacher will need to encourage clarity of shapes and remind students that the contact situation should be used to help in making a shape clear. Combined shapes may be used when partners make shapes together.

Students may wish to show their partner sequences as a culmination to the unit.

4. Final Activity:

Find a new partner and try to follow and copy their changing shapes as they move on the floor.

Further Enrichment:

Simultaneous and successive flow could become the focus of a lesson. This would draw attention to the use of parts in special ways to create shapes.

Combined shapes can be stressed and the use of symmetry and asymmetry can add clarity to previous work.

Rhythm in sequences can be examined and incorporated into sequences showing changing shapes.

Contact partner work will add further challenge to students as some or all of a partner's weight is taken in making shapes together.

Some of the above ideas would need to be developed by themselves before using them in conjunction with a theme on shapes. The teacher may wish to leave them for a separate unit of work.

III. FORMAT C

This format is designed to provide the teacher with sample plans, suggested tasks and activities and an opportunity to develop some tasks of their own. The teacher will need to alter the sample plans to suit the needs of their particular class. Some plans may be taught twice or developed with slight variations. Some classes may need to work on ideas from the first five plans and may not be ready to work on other movement ideas. The order of the plans may be changed in order to present related aspects of movement when the class needs to work on them. The plans suggest a possible progression in presenting movement ideas and possible ways to vary the movement situations. Two detailed lessons follow the first plan. The detailed lessons show how the suggested movement material can be developed into tasks for classes with different needs. Further plans include variations of tasks from which the teacher may select or develop their own lessons.

The First Plan

Theme: Body shapes

Purpose of the Lesson: Review work done previously in travelling and balancing; stress moving into and out of empty spaces; focus on the elementary body shapes of large and small; review ideas involving sequence work; organize the class for apparatus situations.

1. Introductory Activities:

Children travel from one empty space to another showing a variety of travelling actions.

Encourage the children to run and jump, landing softly by bending knees; jump from two feet or one foot.

Review the idea of stepping - lifting parts up and putting them down in new places; use hands, feet, other parts that can be placed down on floor.

Review sliding action on seat, tummy, back, side.

Encourage a variety of rolls - log roll; log roll plus tuck so that a stretch and curl are combined; suggest forward and backward rolls with head tucked in and hands placed to take some weight.

Suggest that different actions be joined together - jump and roll; roll and slide; step and slide.

Once the children show that they can travel using a variety of methods and parts then encourage them to move continuously changing from one travel to another.

Be sure to establish a definite "stop" signal and encourage children to listen as they work.

2. Floor Work Activities:

Use different parts of the body to balance in large or small shapes.

Suggest parts of the body that can hold their weight in still balances - feet, one foot, hands and feet in various combinations, seat, hip, upper back, hands, hands and head, knees, knees and hands ...

Using any body part show large shapes; small shapes.

Move from a large shape to a small shape while on the same base or by changing the base and using other parts.

Discuss the ideas about stability and the base of support - generally, the larger the base the more stable the balance; may use a demonstration to show the difference in the size of the base of support.

Use a large or small shape as one travels from place to place.

Encourage the children to change from large to small as they move into and out of spaces, avoiding others as they go.

Rolls may be large or small or changing from one to the other. Log rolls, straddle rolls, holding legs straight then tucking them can produce different sizes of shapes in movement.

Step-like actions may be running with long steps or short steps, cartwheels, with hands down kicking feet into air and bringing them down in another spot, lowering the body from feet to seat or knee ...

Sliding encourages a held shape during the glide and a strong push to thrust the body.

Jumps should show stretched or tucked shapes in the air.

Avoid having children hold one shape for long as "zombie-type" movements result. Suggest they change from large to small, small to large, large to large or small to small with slight transitional movements inbetween. The teacher might suggest: "move onto your feet and show a large shape then move onto another part and show a small shape".

To add variety to their movements suggest that the children move forwards, backwards or diagonally and to change direction often. They must show that they can change direction to avoid others.

Create a short sequence that uses the large and small body shapes in travelling and balancing.

Remind the children that there should be a still beginning and end to the sequence with smoothly joined movements inbetween.

The starting and ending balances can be contrasting shapes or similar in size.

If students need guidance the teacher may limit the sequence by asking that there must be at least one high jump, one shape made with hands touching the floor, one roll and one sliding action. Students may wish to pause in balances during the sequence but they should be encouraged to form the shape clearly (don't hold it too long) and then move onto the next body part smoothly.

Show changes of direction in the sequence.

Select large shapes and small shapes that they can move into and out of smoothly.

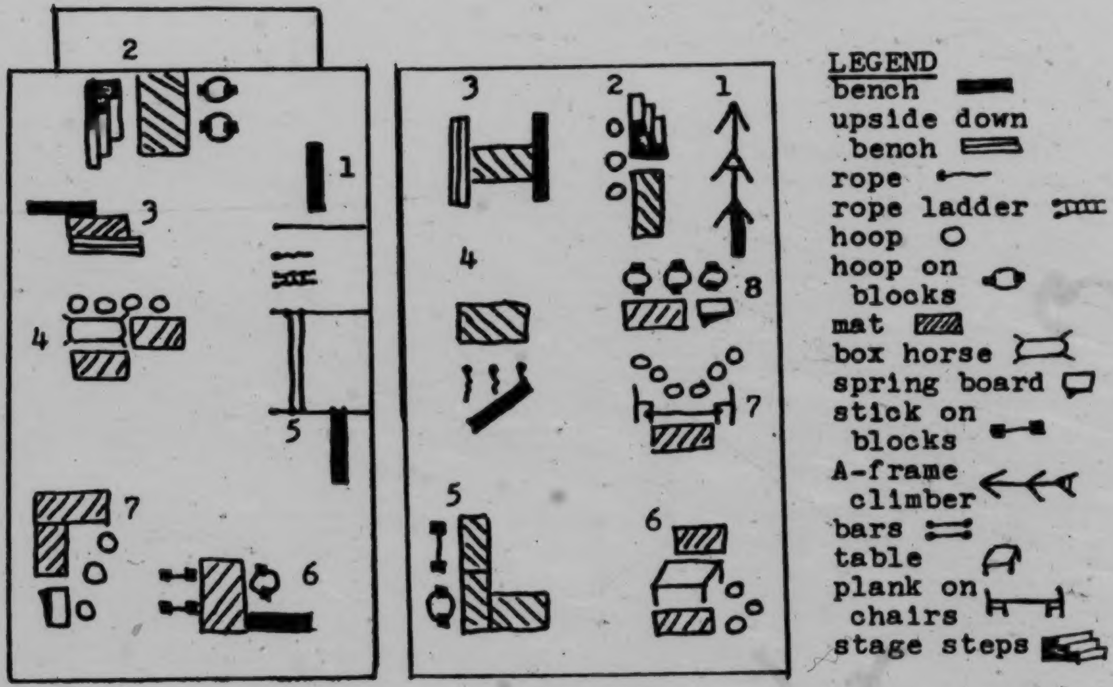
Repeat the sequence several times so that each part is done to the best of their ability.

It may be too early to have a student demonstrate their sequence but if a student is showing one particular aspect above very well, then the teacher may ask them to perform their sequence for the rest. The teacher must point out positive aspects for the children to observe. It is sometimes useful for the children to try the sequence they have seen. Most often, students do their own sequence again and try to improve on the one aspect that was demonstrated.

3. Apparatus Work:

Class organization for station work.

It would save valuable gymnasium time if the children grouped themselves into groups of about four with the teacher's guidance before arriving in the gymnasium. A group leader can be selected for each group. When the apparatus phase of the lesson arrives the teacher can assign each group their location for setting up apparatus. The teacher will have decided ahead of time what equipment should be set up for each station and the best location for each station. Once groups are sitting at their location the teacher can hand each leader a card indicating the equipment and arrangement their particular group will be responsible for. Instruct the students to lift and carry the equipment and set it up quietly with space around it to work safely. Just before getting students to set up the apparatus the teacher should give them a task to work on so that they may begin work as soon as their equipment is arranged. As most students are very capable of setting up equipment themselves, the teacher should supervise and check that equipment is set up safely. The following diagrams are samples of typical gymnasia arrangements.



As this will be the first lesson in which the children set up the apparatus, they will most likely have time only to work at one station. However, if time permits, students would enjoy rotating quickly from one station to the next, moving freely but avoiding contact with others. The teacher will need to reinforce the "stop and listen" signal and keep students working at a reasonable noise level by getting them to concentrate on what they are doing. Students should always be able to hear the teacher's instructions as they continue working at the station.

Travel about your apparatus avoiding others as you work.

Keep all children in the group active at the same time - avoid line-ups and waiting turns. Encourage students to find a variety of ways to get on and off and to use a variety of pathways. Avoid using only one circuit.

Encourage the students to use jumping, rolling, sliding, climbing, swinging and stepping actions as they continuously move about their equipment.

Suggest that they move onto and off various parts of the body.

Travel and balance showing large or small shapes using the apparatus.

Balances can be made with a variety of body parts touching the apparatus. Remind the students about stability and wide or small bases.

Move into a shape and out of it. A change of direction may occur.

Move onto the apparatus in one shape and leave using a contrasting shape.

Stress control of movement so that the shape is definitely large or small.

Joining actions together smoothly can be encouraged.

Putting equipment away.

Students will put away the same apparatus they set up. They should be reminded to do this quickly, safely and quietly. Before students put away the equipment, they can be given the final task so that they can begin working on it as soon as their station is away.

4. Final Activity:

Practise the floor sequence done earlier.

The teacher can help students improve their sequence by suggesting one thing at a time to work on.

Another alternative for a final activity is to select one specific thing that all of the children need to improve upon. One suggestion might be: "Show large and small shapes with weight on hands".

Lesson One This sample lesson is developed from the preceding plan. The lesson would be appropriate for a class of students who need a structured environment and fairly direct tasks.

Movement Idea	Tasks	Teaching Suggestions
1. Introductory Activities:		
Children travel from one empty space to another showing a variety of travelling actions.	1. Run into an empty space, jump and land, continue running.	1. - jump from 1 foot to the other. - look where you're going.
	2. Run and jump and land on 2 feet.	2. - bend the knees for soft landing, stop before running again.
	3. Travel using hands and feet.	3. - try many step-like actions.
	4. Travel to one spot using one rolling action; return to the start using a different rolling action.	4. - keep parts from hitting the floor.
	5. Join a sliding action to one of the other travelling actions.	5. - don't stop inbetween.
	6. Keep joining different travels together to keep moving from spot to spot.	6. - stay in empty spaces.
2. Floor Work Activities:		
Use different parts of the body to balance in large or small shapes.	1. Make different large shapes on your feet.	1. - use 2 feet or 1 foot to balance on. - really stretch out.
	2. Now make large shapes with your feet in the air.	2. - weight taken on hands, back, seat, shoulders, side ...

Movement Idea	Tasks	Teaching Suggestions
	3. With hands touching the floor - make large shapes.	3. - other parts can also touch the floor but hands should take weight - 1 hand or 2.
	4. Use other body parts to touch the floor while making large shapes.	4. -
	5. Now make small shapes on different body parts. Be sure to try feet and hands on the floor.	5. - teacher can call out parts she sees the students using on the floor.
	6. Move from a large shape to a small shape - continuous changing.	
	7. Discuss: Which shapes did you find easier to hold in a balance?	7. - shapes on large bases should be easier to balance.
	8. Now make shapes with large bases or small bases - change from one to the other.	8. - base can be small but the shape can be large or small.
Use a large or small shape as one travels from place to place.	9. Run and jump and make large shapes in the air.	9. - stretch out. - soft landings.
	10. Run and jump, make a large shape in the air, land and roll using a small shape.	10.- slow down upon landing and move smoothly into the roll.
	11. Travel from place to place changing from large to small ...	11.- move onto one part making a shape, then move onto another part to make another shape ... - try to go forwards, backwards, sideways. - change direction. - watch for others.

Movement Idea	Tasks	Teaching Suggestions
Create a short sequence that uses large and small body shapes in travelling and balancing.	12. Start a sequence with a small or large shape that can lead right into a run and a jump. Show a large shape in the air, land, roll in a small shape. Add a travel into a final shape that can be held still.	12.- hold the beginning and ending still but keep the rest of the sequence moving smoothly. - repeat and practise the sequence.
3. Apparatus Work: Class organization.	Sit quietly in your group that we arranged before coming to the gym. I will give each group a card that shows the equipment they will set up. Study the card for a minute and then I will tell you where your station will be set up. When you set your equipment up be sure to lift and carry things and set them down gently. I would like the groups that take out the box horse, spring board and the stage steps to go to the equipment room and get that before getting mats and other things. The other groups can go to the mat trolleys and the corners of the gym to get their smaller equipment first. Work quietly to set your equipment up. As soon as it is arranged, then start working on the task I give you. Any questions?	- Answer any questions about the apparatus before they take it out. - This should help to direct children to different places in the gym and avoid having everyone go to the storage room at once. Mats, hoops, blocks and small equipment can be placed in the corners of the gym. The benches can be placed against the wall close to the stations where they'll be used. The teacher may wish to go to the climber station to show that

Movement Ideas	Tasks	Teaching Suggestions
		group how to take it out. All other stations should be checked quickly as well.
Travel about your apparatus avoiding others as you work.	1. Find places at your station where you can jump and land, roll, slide or use a stepping action.	1.-circulate from group to group suggesting actions to try. -be sure to spend time at the s.board station to encourage students to do a different travel after the jump - don't just run back in line. -keep children moving all over the equipment and not always in the same route. -use the floor space around the equipment. -avoid other children.
Travel and balance showing large and small shapes using the apparatus.	2. Find places where you can hold large shapes still. Use different parts to touch the apparatus.	2.-weight on hands, legs, other parts. -above, below, against, partially on or off the apparatus.
	3. Find places where you can hold small shapes still.	
	4. Move from a large shape into a small shape by moving to a new spot at your station. Try going from small to large.	4.-the distance inbetween each shape may be small. -the travel inbetween should join the two shapes smoothly.

Movement Ideas	Tasks	Teaching Suggestions
	5. Try to join three shapes together. Move into a different shape each time. Still shape - travel into a new shape - travel into the last shape (pause).	5.-hold the beginning and end still but travel smoothly inbetween.
		Rotation to other stations may be possible. Get children to work on the new station showing large and small shapes. Don't spend too much time at each station as exploration will be the main activity.
4. Final Activity:		
Putting equipment away.	Stop and come off the apparatus. After you put away your equipment work in a space on the floor before we leave the gym. I noticed most people need to practise making shapes with their hands touching the floor. Make large or small shapes on hands only or hands and other parts.	The teacher can go to the climber and help that group if necessary. As soon as children start working on the floor then the teacher can give them individual coaching and help.

Lesson One This is a sample lesson developed from the preceding plan. This lesson would be appropriate for a class of students who can work in a fairly free or open environment and who can work on open-ended tasks.

Movement Idea	Tasks	Teaching Suggestions
1. Introductory Activities:		
Children travel from one empty space to another showing a variety of travelling actions.	1. Use different ways of travelling from one spot to another.	1.- look where you're going. - stay away from others. - include jumping, stepping, sliding and rolling actions. - keep moving continuously - no stops.
	2. Travel to one spot with one travelling action and back again using a different travelling action.	
2. Floor Work Activities:		
Use different parts of the body to balance in large or small shapes.	1. Spread parts out to make different shapes on different parts. Try hands, feet, back, side, seat, shoulders ...	1.- really stretch out. - use parts in combination or by themselves. - be sure they try hands only. - hold the shape briefly then change to another.
	2. Now make small shapes on different body parts.	2.- be sure weight is taken onto hands at times.
	3. Show a large shape and move into a small shape ... continuous changing.	3.- students can change the shape but not the base or they can move onto different parts.

Movement Idea	Tasks	Teaching Suggestions
	4. Discuss: Which shapes did you find easier to hold in a balance?	4.- shapes on large bases should be easier to balance.
	5. Now make shapes with large bases or small bases - change from one to the other.	5.- the base can be small but the shape can be large or small.
Use a large or small shape as one travels from place to place.	6. Run and jump making large shapes in the air.	6.- stretch out. - land gently.
	7. Run and jump making small shapes in the air.	
	8. Run, jump - make a large or small shape in the air - land and roll using a small shape.	8.- go into the roll smoothly. - slow down upon landing.
	9. Travel from place to place changing from large to small.	9.- move onto one part making a shape, then move onto another part making another shape ... - select students to show their actions if their shapes are clear. - change your direction - forwards, backward, sideways.
Create a short sequence that uses large and small body shapes in travelling and balancing.	10. Join travelling actions that show large and small shapes with still shapes at the beginning and end. Include at least one jump showing a shape in the air. At times move onto the hands to make shapes.	10.-have a still beginning and end but keep the rest of the sequence moving smoothly. -repeat and practise. -show changes of direction.

Movement Idea	Tasks	Teaching Suggestions
3. Apparatus Work:		
Class organization.	Sit quietly in your group that we arranged before coming to the gym. I will give each group a card that shows the equipment they will set up. Study the card for a minute and then I will tell you where your station will be set up. When you set your equipment up be sure to lift and carry things and set them down gently. I would like the groups that take out the box horse, spring board and the stage steps to go to the equipment room and get that before getting mats and other things. The other groups can go to the mat trolleys and the corners of the gym to get their smaller equipment first. Work quietly to set your equipment up. As soon as it is arranged, then start working on the task I give you. Any questions?	- Answer any questions about the apparatus before they take it out. - This should help to direct children to different places in the gym and avoid having everyone go to the storage room at once. Mats, hoops, blocks and small equipment can be placed in the corners of the gym. The benches can be placed against the wall close to the stations where they'll be used. The teacher may wish to go to the climber station to show that group how to take it out. All other stations should be checked quickly as well.

Movement Idea	Tasks	Teaching Suggestions
Travel about your apparatus avoiding others as you work.	1. Show different travelling actions at all the possible places at your station.	1.- remind them to jump, roll, slide, step where it is appropriate. - keep children moving all over the equipment and not always in the same route. - use the floor space at times. - avoid other children.
Travel and balance showing large and small shapes using the apparatus.	2. Find different places to hold large and small shapes still.	2.- weight on different parts. - be above, below, beside, partially on apparatus.
	3. Join large and small shapes together by changing from one spot to another.	3.- the distance inbetween may be small but the travel should be smooth.
	4. Find ways of moving onto the apparatus using one shape and off apparatus using a contrasting shape.	4.- start at different places and end in different spots.
	5. Join three different shapes - one to move on apparatus, one using apparatus, and one to move off apparatus.	5.- join the shapes with travels. - hold the beginning and end still. Rotation to other stations may be possible. Get children to work on the new station showing large and small shapes. Don't spend too much time at each station as exploration will be the main activity.

Movement Idea	Tasks	Teaching Suggestions
4. Final Activity:		
Putting equipment away.	Stop and come off the apparatus. After you put away your equipment work in a space on the floor before we leave the gym. I noticed most people need to practise making shapes with their hands touching the floor. Make large or small shapes on hands only or hands and other parts.	The teacher can go to the climber and help that group if necessary. As soon as children start working on the floor then the teacher can give them individual coaching and help.

The Second Plan

Theme: Body shapes

Purpose of the Lesson: Review the elementary body shapes of large and small in travelling and balancing; review the whole body movements of curling, stretching and twisting and introduce the four basic shapes which result from these movements; stress the use of changing body shape in movement; and improve sequence work by adding a change of speed with the change of direction.

1. Introductory Activities:

Children travel from space to space using large and small shapes.

Review the travelling actions including jumping, rolling, sliding and stepping. "Use a variety of actions to travel from one place to another."

Use large shapes when there is enough space to move safely, avoiding others. "As you continue to travel, move into a large shape and then into a small shape."

Change direction often. "Travel making large and small shapes as you change direction to go into empty spaces." "Travel into a large shape, change direction and travel into a small shape."

Practise the sequence done last day that included travelling and balancing in large and small shapes.

The beginning and ending should be still shapes.

Move smoothly into various body parts in the sequence. "Join a run, jump, roll and balance that shows large and small shapes."

Sample tasks: ______________________________

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(Teachers may wish to use the above space to write tasks appropriate for their class.)

2. Floor Work Activities:

Children make the four basic shapes on different body parts as they perform static balances.

Get the children to make wide shapes while standing, lying and balancing, with weight on hands and on different parts. Encourage full stretch from the center out. Hold the shape at its full extension for a count of five and then make a different one. "Make wide shapes with feet on the floor." "Now try wide shapes with hands and feet touching the floor." "With hands only kick the feet into the air, make them wide, then bring them down softly." "Make a wide shape on your seat." "Make one wide shape, move onto another part and make another wide shape." "Look at Billy's wide shape on his side. Have you tried that one?"

Make arched and rounded shapes on various parts. Encourage arching forwards, backwards and sideways. "Curl up small. Now change and curl up small on another part." "Make your body into a rounded bridge shape with back toward the ceiling. Now change with tummy toward the ceiling." "Make three different arched shapes."

Alternate making wide and rounded shapes. "Move from a wide shape to a round shape - continue." "Move from a wide shape on hands and feet to a round shape on another part, then go back onto hands and feet for another wide shape."

Make long, narrow shapes, both vertical and horizontal. Alternate this shape with the others. "Make thin shapes that reach to the ceiling or to the walls." "Keep changing from wide to thin to rounded shapes as you move onto different parts."

Make twisted, screwed shapes. "Put your hands on the floor and move your body around without moving the hands." "Now try to fix another part and screw the rest of the body around it."

Try not to spend too much time on static shapes.

Discuss the differences between the shapes and what makes them clearly formed.

The teacher may wish to give children a general task and then select students to show the basic shapes. "Continue moving from a large shape to a small shape. Stop and look at Susan's shape. What would you say it looked like? Yes, it is stretched, but it is also thin. Make your own thin shapes."

Show continuously changing shapes.

Children can select certain parts to touch the floor and change the shape above that base. "Stretch and curl while on your seat." "Make one shape; now change the shape without changing the base."

Children can move onto one base and form a shape, move onto another base and form another shape. "Hold one shape. Now move onto different body parts and make another shape."

Encourage continuous movement without pauses. "Without stopping, move from one shape to the next." "Move from a stretched shape to another shape and into another stretched shape without stopping."

A change of speed may stimulate variety. Move quickly into some shapes and slowly into others.

Forming the basic shapes while travelling.

Run and jump and make stretched wide or narrow shapes in the air. Once this has been attempted with some degree of success then tucked, arched or twisted shapes can be tried. "Run and jump from one foot to the other foot and carry on running. Make a wide shape in the air." "Jump from two feet to two feet. Make a long thin shape in the air."

Rolls with variations of leg positions can be discovered and joined onto other travelling actions. "Curl up small and roll forward, backward or sideways." "Stand with feet wide apart, bend forward, roll and end up on feet again." "Run, jump - show a stretched shape in the air, land and roll in a small curled shape." "Join different shapes with a roll inbetween."

Twisting can be explored as a means of changing direction and moving into and out of other shapes. "Start on your feet, twist and move onto another body part."

If students need a lot of direction then the teacher may suggest ways the children can make one shape, roll into another to end on the feet, run and jump showing a shape intthe air, landing and rolling and forming another shape ...

Improve the sequence done last day by including each of the basic shapes at least once.

The beginning and ending shapes now should be a variation of the basic shapes.

Parts of the sequence should include jumping showing clearly formed shapes in the air.

Parts of the sequence should include movements with weight on hands.

Encourage the children to show a change of direction and speed within the sequence. They should try to have at least one fast series of actions (which may come close to the end of the sequence as a climax). "Join four basic shapes together in a sequence. Use a jump, a roll and weight on hands in the sequence."

If the children have developed fairly controlled short sequences at this time they may enjoy showing it to a partner. This will not be partner work as such but will give the children a chance to observe another person's sequence and show theirs without the possible "stage fright" that often comes with showing one child's sequence to the whole class. The child observing may be directed to comment on the best part of the sequence they see and perhaps one thing that could be improved upon.

Sample tasks: ______________________________

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3. Apparatus Work:

Class organization.

The students set up the same station as last day and begin working at it on the first task the teacher gives. As soon as the teacher sees that all groups are ready, the children can be instructed to come off of the equipment and to rotate to the next station. The teacher may give the whole class tasks to work on similar to floor work activities or may wish to have separate task cards at each station. The teacher may find specific task cards more useful in later lessons as the students will still be exploring the apparatus with the teacher's guidance in this lesson.

More than one new station should be worked at.

Find spaces to make the basic shapes in still balances.

Encourage the students to use a variety of parts touching the equipment.

All students should be working at the station, each child making a shape at one spot, moving to another spot and making another shape.

"Find places to make wide shapes." "Can you make wide shapes with hands or feet touching the equipment?" "Find places to make shapes with feet in the air." "Find places to grip the apparatus and twist part of the body." "Move from one still shape into another still shape." "Select your best wide shape and join it to one of the other shapes."

Move into and out of balanced shapes.

Students may find it easiest to first assume a balance, then find a way of moving out of the balance to another spot on the equipment or away from it. If they can move out of balances with control then they can work on assuming a new balance after the travel. Short sequences should be developing. "Use different travels to join shapes." "Make a shape and roll, slide, jump or step into another shape." "Join three shapes together smoothly."

Travelling about the equipment using the basic shapes.

Moving along, onto, off and about the equipment showing continuously changing shapes will challenge the students if they concentrate on forming clear body shapes. "Use one shape to move onto the apparatus and another shape to leave." "Use three different shapes as you move toward, on and away from the apparatus."

Putting equipment away.

Students should return to the station they set up and quickly put it away.

Sample tasks: ______________________________

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4. Final Activity:

Make the basic shapes with hands touching the floor.

They may wish to practise the parts of their sequence where they have weight on hands. "Practise making shapes with hands touching the floor." "Make a shape with weight on hands, then weight on another part, weight on hands again ..."

The Third Plan

Theme: Body shapes

Purpose of the Lesson: Review making basic shapes while moving and balancing; stress the use of body parts to create variety of the basic shapes; stress the use of parts for changing shapes; improve floor and apparatus sequences developed previously.

1. Introductory Activities:

Continuous movement from one shape to the next.

Travel into empty spaces using a variety of actions. Be sure to include running and jumping, rolling, weight on hands and other parts. "Run and jump making a clear shape in the air." "Run and jump making a shape in the air, land and travel into another shape on the floor." "Travel without stops from one shape to another."

The teacher can coach individual children to make the shape clear; really stretch, twist or round the body.

If the teacher sees a child make two or three clear shapes together, then a demonstration could be asked for. After the demonstration the rest of the class could try the same movements. One must be careful not to select a demonstration that few of the other children will be able to perform. "Watch Tom join a wide shape and a curled shape. What travelling action did he use? Try joining your shape with a roll."

Sample tasks: ______________________________

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2. Floor Work Activities:

Use of body parts in making the basic shapes in static balances.

Named body parts may be useful in helping children vary the basic shapes. The teacher can suggest several parts and combinations of parts to use. "Show different shapes with weight on hands." "Show different shapes with weight on hands and feet in the air." "With weight on the back show different shapes." "Show one shape with weight on hands, another shape with weight on feet and another shape with weight on a different body part."

Numbered parts can also stimulate variety in forming shapes. Generally, the teacher would suggest 3 or 4 parts touching the floor as a stable, wide base is usually made. Gradually the teacher will suggest one point bases in making each of the shapes. "Make wide shapes with three parts touching the floor." "Make curled shapes on one part of the body." "Make thin or wide shapes on one body part."

Use of body parts in changing from one shape to the next.

After forming a balance get the children to move onto a different body part and form a different shape. "Move from weight on feet to weight on hands, make a different shape each time." "Move from a shape on two parts to a shape on one part."

Encourage the children to use the parts not taking the weight to lead into the next balance.

Joining several of these will provide a challenge. "Move from feet to hands to feet, showing a different shape each time." "Move continuously onto one part and then several parts, back onto one part. Change shape each time."

Jumping and landing followed by a movement onto another part can also be encouraged. "Show one shape in the air after jumping, land softly and move onto another body part and form a different shape on the floor."

Rolls may be encouraged by getting children to form a shape on one part and rolling into another shape on a different part.

Sequence work stressing use of body parts in forming shapes.

Moving onto hands, feet, hands and feet and other body surfaces should be included in the sequence.

Encourage the children to move onto the same body part more than once in the sequence but to show a different shape each time. For example, weight on hands may occur once showing a wide shape with legs in the air, another time showing tucked legs in the air and another time showing a long, thin shape. "Select different shapes that can be made on hands, feet and other parts and join them together. At least two different shapes must be shown on the same base."

Sample tasks: ______________________________________

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3. Apparatus Work:

Class organization.

Students set up the same station as before and begin working at it. As soon as all groups are ready, the teacher can rotate groups past stations they worked on last day to a new one. After working on tasks another rotation may occur and tasks repeated.

Using body parts to balance using the apparatus.

The teacher can suggest named parts to use in forming each of the shapes. "Find places to take weight on hands to make wide shapes."

In using numbered parts the teacher may suggest that two or one part touch the apparatus when making the shape. "Make shapes with two parts touching the equipment." "Make shapes with one part touching."

Encourage full use of the apparatus by suggesting places that include floor and apparatus together. "Make wide shapes with hands and feet touching the floor and bench."

Use of body parts in changing from one shape to the next.

After forming a balance on the apparatus the students can find ways of moving onto another body part at the same spot or at a new location on the equipment. Leading with the free body parts can be suggested. "Make a still shape and find a way to move onto a body part not taking the weight in the first balance."

Joining several of these phases together will lead to a short sequence.

Sequence on the apparatus.

The students will select a starting and ending place. They should show how they can move onto various body parts while making the basic shapes. Some students may be able to use parts of their floor sequence and adapt it to the equipment. New ideas should also be included because of the uniqueness of the equipment. "Select three places to make different shapes. Travel from one shape into the next by moving onto different body parts."

Sample tasks: ______________________________

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4. Final Activity:

Join a run and jump showing a shape in the air with a smooth landing and controlled balance on the floor.

This task may be one that the students need a lot of practice on. The teacher may select any other floor work task that would be appropriate.

The students may wish to practise something they feel they need to improve on.

The Fourth Plan

Theme: Body shapes

Purpose of the Lesson: Review basic shapes made while travelling and balancing using body parts in a variety of ways; focus attention on shapes as they are made at different levels; develop sequences that show shapes at various levels.

1. Introductory Activities:

Practise the sequence from last day that included moving onto different parts to make the shapes.

By observing the children the teacher can select one or two things for the children to work on to improve the quality of the sequence. "Make shapes as you move on hands, feet, other parts." "Practise your sequence from last day showing at least two shapes on the same base."

Sample tasks:

2. Floor Work Activities:

Using three levels to make shapes in still balances.

Asking children to make shapes close to the floor or reaching toward the ceiling will encourage the use of the two extreme levels of high and low. The children will find that they can make stretched and twisted shapes reaching high if they are to remain still. However, stretched, curled and twisted shapes can be made very close to the floor.

The medium level can be introduced after children understand the other two levels.

Changing from one static shape to the next with a change in level should be encouraged. "Stretch different parts toward the ceiling." "Make shapes close to the floor." "Change from a shape reaching up to one close to the floor." "Join a shape that stretches up and a shape close to the floor." "Make a high shape, another shape close to the floor and a third shape at the medium level."

Changing shape in movement that travels from one level to another.

Running and jumping actions will stress the use of the high level and shapes in the air should be varied. Upon landing, movement can be taken into the low level or redirected upwards again or outwards in the medium level. Children should learn to move smoothly after landing and to clarify their shape at a distinct level. "Run and jump making a shape in the air, land and move into a shape close to the floor." "Run and jump making a shape in the air, land and go directly into another jump."

Actions close to the floor can be reviewed with an emphasis on the shape made during the travel. Rolling, sliding and lowering the body to the floor using each of the possible shapes can be explored. "Roll in thin, rounded or wide shapes." "Roll changing the shape as you travel."

Travelling at the medium level using hands and feet primarily can be reviewed with an emphasis on body shape during the travel. "Try making a wide shape in a cartwheeling action." "Try curling and bending as you travel on hands and feet." "Make a twist as you move from tummy up to back up positions on hands and feet."

Joining travelling actions to create changes in level will be challenging to students if they concentrate on the shape that is formed at each level.

Sequence work including the use of shapes at different levels.

The teacher may wish to direct the students in alternating from high to low and back to high in their sequences. At times the medium level may be used for actions inbetween and at other times an immediate change in extremes of levels can be shown.

Encourage students to show a different shape each time they change level and to use the same level several times to show various shapes possible at that level. "Select two shapes at each level. Decide how to move from one level to another and which shapes to make at each. Join them smoothly into a sequence."

Working with a partner to match or copy shapes.

It may be helpful for future lessons if students select a partner from their apparatus groups. When partner work on the apparatus is explored there would be a minimum amount of regrouping of students. "Sit with one person from your apparatus group."

Partners can initially show each other their sequence that they have just developed. Then they can teach their partner part of the sequence so that partners match each other. "Watch your partner's sequence and select one part you would like to do together."

To further develop the matching idea, partners can try matching shapes at different levels, by facing each other, being side by side, one behind the other or back to back. "Find different shapes you can match exactly by facing each other, being side by side, one behind the other or back to back."

Static shapes will be explored first, but partners can be encouraged to try copying travelling shapes.

Sample tasks: ____

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3. Apparatus Work: After stations are assembled and groups rotated the following tasks can be developed.

Balancing at different levels using the apparatus.

To avoid confusion in identifying the levels using the apparatus, remind children that working close to the floor on a low bench or mat or hoop on the floor will stress the low level; that working high on apparatus, jumping from it or reaching to the ceiling will stress the high level; and the level inbetween is the medium level. Many children will have used all three levels before but now they should attempt to emphasize the level as they make shapes. "Find places to make shapes that are high, low or medium."

Full use of the apparatus will be explored as the teacher suggests to the children to find places to make high and wide shapes, low and wide shapes, and so on.

Travelling into different levels while making shapes.

The students can start at one level and find ways of moving into another level and forming a new shape. Once several of these changes in level have been explored some can be selected and joined together. A sample task might be: "Start low on the floor in one shape and travel to a medium or high level and form a new shape."

Sequence using changes of level while changing shape on the apparatus.

The children can select a starting and ending position that show different levels. Movement from the beginning shape must take them into a series of different levels and show changing shapes as travelling occurs.

Sample tasks: ______________________________

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4. Final Activity:

Practise an activity on the floor that they feel they need to improve.

This may be the sequence developed earlier, or part of it.

The teacher may select one activity done earlier that needed further practice.

The Fifth Plan

Theme: Body shapes

(This lesson may be developed into two or three. The idea of pathways may be separated and used in a lesson by itself. The teacher may wish to teach one lesson on spatial ideas without partner work and another lesson using partners.)

Purpose of the Lesson: Review making shapes at different levels; focus upon changes of direction while moving into and out of shapes; focus on using a variety of pathways while making shapes on the floor and on apparatus; introduce no contact partner work in copying situations.

1. Introductory Activities:

Follow the leader and copy his shape as he travels about.

Children can select a partner quickly and decide on which one will be the leader first. The follower will attempt to copy the leader's shape and his travelling action. Change roles. "Find a partner quickly. One is A and the other is B. A is the leader first. B must follow A and copy the shape and the travel."

Children may wish to copy the shape but select their own travelling actions.

Using a small piece of equipment continually show changing shapes at different levels.

Preferably each child should have a hoop, rope, small mat, stick, block, blocks and stick or other such small piece of equipment. Equipment can be scattered to allow for each person to use space around the equipment.

Children can use their own equipment or move freely from one to the other. "Each partner go to a different part of the gym to get a piece of equipment. As soon as you have your equipment, place it on the floor and use it to make different shapes." "Make shapes high above the equipment or close to it." "Move from one free piece of equipment to another. Show shapes high above the equipment or close to the floor."

Encourage the use of a variety of body parts and actions to take them into the air and close to the floor as they make different shapes.

Sample tasks: ______________________________

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2. Floor Work Activities:

Using changes of direction move into and out of various shapes.

Get students to select a small piece of equipment to work with. Suggest that they try to approach and leave the apparatus with a change of direction. Children can use one shape to approach and another to leave. Forwards, backwards and sideways movement can be stressed first. "Stay at one piece of equipment. Use one shape to approach it and another to leave in a different direction."

Some time can be devoted to reviewing the use of a twisted shape to create a change of direction.

Children will enjoy moving to a different piece of apparatus and exploring the possibilities of changing direction and shape.

Some children may need to work on balancing using the equipment and then moving away from it using a different shape before the emphasis is placed on approaching and leaving the equipment.

Using changes of direction to create various pathways while continuously changing shapes.

Straight and curved pathways can be explored along with the idea of approaching and leaving the apparatus. Approach using a straight pathway and leave using a zigzag path could be one combination.

Sequence that shows changes of direction and pathways approaching and leaving the apparatus.

Students will select a starting position and determine pathways that take them toward and away from the apparatus. Pathways can be altered with changes of direction.

The shapes made during the travelling should change but be clearly formed.

Keep sequences short and encourage changes of level and speed as well.

Partner work using matching shapes and small apparatus.

If children select the same partner as last lesson the time spent on exploration may not be as long as if they have a new partner. It helps if they have the same apparatus.

Partners can show each other their sequence and then teach each other so that both can match at the same time. If the two partners do not have the same equipment then one after the other situations can be stressed. "Work with the same partner as last day and find ways to match shapes using your combined apparatus."

Partners can select their best moves to join together to create a short sequence of matching changing shapes as they approach and leave the apparatus.

Sample tasks: ______________________________

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3. Apparatus Work:

Class organization.

After quickly setting up the stations, the students can rotate and start working at station tasks. Task cards may be useful in directing students' attention to variations possible at different stations.

Moving about the apparatus showing changes of direction.

Task cards would be useful in suggesting various starting and ending locations at each station. Students would show a change of direction as they travel from start to finish. "Start at the end of the box horse, travel onto the box, form a shape, travel off in a new direction."

The teacher will need to remind students to clarify shapes made along the various routes. "Travel one direction making one shape, another direction forming a new shape."

Other tasks can suggest places to use a twisted shape to change direction.

Sequence work showing changes of direction while moving into and out of shapes.

Students can select a pathway that will allow for changes of level and direction and full use of the apparatus. One piece of apparatus may be approached from different directions each time it is used.

Pauses can occur during the sequence as long as they do not make the whole sequence very jerky looking.

Shapes must be clarified as the student travels onto, off of and about the equipment.

Sample tasks: ______________________________

____

4. Final Activity:

Partners match their shapes as they move toward and away from each other.

Changes of direction can be encouraged as children meet, part and pass each other.

The Sixth Plan

Theme: Body shapes

Purpose of the Lesson: Review spatial aspects of movement related to making shapes while travelling and balancing; focus upon using variations of speed while changing shapes; introduce negotiating a partner's shape in no contact situations.

1. Introductory Activities:

Matching a partner's shape in the air and close to the floor.

Students can work with the same partner as last day. They should work on accurate timing in jumping and landing and moving onto other body parts as they both move at the same time. A variation in matching can occur when students move one after the other.

Accuracy in copying and matching shapes should be stressed.

Sample tasks: ______________________________

____

2. Floor Work Activities:

Moving quickly or slowly and stopping in balanced shapes.

Continuous movement that is slow can be stopped as the student forms clear shapes. Travelling actions that can be done slowly are reviewed. "Move into and out of different shapes slowly. Show change of level and direction."

Continuous fast movement that is stopped will be more difficult to control. Fast travelling actions can be reviewed and stopping in clear shapes can be attempted. "Move quickly from one shape into the next - don't stop."

Moving from one shape to another shape either quickly or slowly.

Students may find still shapes easier at first. "Form one still shape, move quickly/slowly and stop in a second still shape." Once several combinations have been attempted then fewer pauses can be attempted. Students move into and out of shapes with varying speeds. Often acceleration and deceleration will occur naturally as one speeds up or slows down.

Sequence that shows moving into and out of various shapes with varying speeds.

Students can use the same sequence as last day using their small apparatus. As they practise the sequence they must decide on parts that can be fast and parts that can be slower. Changes of direction, level and speed should become clear.

Partner work involving moving about another partner's shape with changes in direction, level and speed.

Using the same partner as last day, one forms shapes while the other finds ways of travelling over, under, through or around. One partner can hold the shape while the other negotiates, changes direction and re-negotiates. A change of level or a change of speed could be stressed in turn.

Once negotiating a still shape has been explored then alternating roles can be developed. Partner A negotiates B and then forms a shape, B then negotiates A and ends in a new shape. Split-second timing can be developed and changes of speed attempted.

Negotiating a moving shape will require more accuracy in timing. Both partners can be moving slowly or quickly or contrast each other.

Students will enjoy selecting their favorite moves that show changes of speed, direction and level to join into a short sequence.

Sample tasks: ____

____

3. Apparatus Work:

Moving quickly or slowly into and out of shapes on the apparatus.

Moving slowly into a shape will be easier than moving quickly in most cases. Students should be encouraged to find ways of moving quickly into and out of shapes. "Slowly lower, lift, roll or move into a shape." "Quickly move into a shape as you get on or off the equipment."

Contrasting quick and slow movements can be done with the same shape or by changing the shape.

Arriving on and leaving the apparatus can be explored at each speed.

Combining several movements at the same speed before changing speed will be difficult and much thought should be given to the appropriate actions to join together.

Sequence work showing changes of speed while moving into and out of shapes.

A selected pathway must allow for some fast movements and places for slow movements. Students should try to have more than one fast action and a series of them are demanding in terms of skill.

Pauses may occur as a result of moving into a shape but they should not be held long.

Contrasting moving slowly and quickly into and out of shapes should be attempted.

Matching a partner while moving quickly or slowly into and out of shapes.

Partners can move at the same time or one after the other as they move onto, over, along, off or about the apparatus. As they move they attempt to match or copy each other's shapes.

Making still matched shapes may first be attempted. Moving out of the shape and into another shape can then be developed. Once the moving and still shapes can be matched then using variations of speed can be attempted.

Short sequences can be developed as partners move into and out of shapes at different speeds.

Sample tasks: ____________________

____

4. Final Activity:

Moving onto hands and then onto another body part showing variations of speed.

The Seventh Plan

Theme: Body shapes

Purpose of the Lesson: Review the use of speed when changing shapes; focus upon the flow of movement when changing shapes; combine copying and negotiating a partner's shape in sequence situations.

1. Introductory Activities:

Practise activities done previously.

The teacher may restrict the activities to floor work or allow the use of small apparatus. Activities may be individual or partner work.

By observing the children work the teacher may review ideas on changing body parts, directions, levels or speeds in forming different shapes.

Sample tasks: ____________________

____

2. Floor Work Activities:

Improving the flow in sequence work by stressing preparation and recovery in forming shapes.

Review the basic shapes with the students and discuss how each shape can influence preparation and recovery of actions. The wide shape is good for spreading parts away from the base and leading into an action. The rounded shape is good for recovery in many actions as parts are brought together. The twisted shape is good for changing direction. Children can use a shape to lead the action, another shape during the action, and another shape for recovery.

The recovery of one action should be the preparation for the next action. Children can stress the interplay between stretching, curling and twisting to attempt continuous flow.

A sequence of movements showing smooth joining of shapes can be developed. By now the sequence should show changes in level, speed, direction and variety in body parts used.

The teacher may get groups of children to show their sequences to the rest of the class.

Matching and negotiating a partner's shape.

Partners can start by negotiating and ending in a matching position. Several different ways of doing this should be discovered.

Moving from matching positions into negotiating can be done with one person moving or both. Several different ways of doing this should be discovered.

Partners can develop a sequence moving from matching to negotiating, back to matching and so on.

Often partners begin to develop their sequence moving in a straight line and they should be reminded to change direction.

Sample tasks: ______________________________

____

3. Apparatus Work:

Using shapes to increase the smooth flow of movement.

Review the use of basic shapes to prepare and recover from actions. Contrasting shapes can be encouraged to stress the interplay between stretch, curl and twist.

A sequence of movements should show logical joining of actions. There should also be changes in level, direction and speed.

Students may like to show their sequences.

Matching and negotiating shapes with a partner.

Negotiating a partner's shape is usually best done on the floor or mat and matching done on the apparatus. Partners can find ways of moving onto the apparatus to do matching and off of the apparatus to do negotiating. Smooth joining of the movements must be worked out and partners need to discover where to be at what time.

Short sequences can be developed whereby students move onto and off of the apparatus several times.

Sample tasks: ____________________________________

____

4. Final Activity:

Practise the individual floor or partner floor sequence developed earlier.

The Eighth Plan

Theme: Body shapes

(This is a fairly advanced lesson and may not be used unless students are ready. Many ideas could be repeated and used in follow-up lessons to this one.)

Purpose of the lesson: Focus upon rhythm and flow in sequences including changing shapes; clarify total body shape by using parts in special ways and forming combined shapes; explore changing shapes in partner contact situations.

1. Introductory Activities:

Practise activities done previously.

The teacher may restrict the activities to floor work or may allow the use of small apparatus. Activities may be individual or with a partner. Sequences can be practised for improvement.

Sample tasks: ____________________________________

____

2. Floor Work Activities:

Tension (energy) needed to hold shapes.

Have the students hold shapes with all the muscular tension they can apply. Discuss the results and point out the difficulty of using too much tension for mobility. Compare this with making shapes with very little tension. Discuss the heaviness that results and the difficulty this has for mobility. Then have the students hold various shapes that are controlled throughout but buoyant and light.

More tension is needed as loss of balance occurs.

Have students join two static balances with a transfer of weight inbetween. Encourage students to feel the moment when less tension is needed as loss of balance occurs and then more tension as control is regained. Several actions can be joined together into sequences of moving into and out of balance situations. Students can also feel tension changes as speed is increased and decreased.

Body parts can receive tension at appropriate times.

Students should know and be able to show how all parts of the body are used to create a shape. As they move into and out of shapes, direct their attention to parts that lead or parts that will receive weight. These are often the parts that receive more or less tension as movement occurs.

The body can make combined shapes by using parts in special ways.

One part of the body can curl while another part stretches. Parts can be wide while other parts are long and narrow. Students will discover many combinations of their own. The teacher must encourage clarity of form. Using the top and bottom half of the body differently can help students clarify combined shapes. parts used symmetrically or asymmetrically can stimulate clarity in shape as well.

Sequence work.

Practise the sequence from last day but use appropriate tension and use all parts clearly in forming basic and combined shapes.

Partner work with contact.

Partners will enjoy negotiating a shape with contact. Push, pull and touch situations can be explored.

Counterbalance situations will help partners develop a sense for using appropriate tension.

Taking some of a partner's weight will involve leaning against, assisting and guiding situations. Students may need to be reminded to show clearly formed shapes and they will enjoy applying ideas about combined shapes as two people make shapes together.

Partner sequence using matching, negotiating and contact situations.

Students can select their favorite movements to join into a sequence. They may wish to add onto the last partner sequence developed.

Sample tasks: ____________________

____

3. Apparatus Work:

Sequence work to improve flow while changing shape.

Students can select a sequence at a station that they would like to work on. Refinement and clarity of shape should be stressed by directing attention to how parts are used. Use of appropriate tension in moving and balancing can be encouraged. Changes of speed should be clearly evident in sequences.

Students may wish to show their sequences as they will be the finished products of the work done in the unit.

Partner work with contact.

Assisting a partner by helping them to balance, pulling them onto apparatus, slowing or speeding up their action by pushing and counterbalance situations can be discovered. These can be incorporated into the partner sequence developed previously.

The teacher will need to encourage clarity of shapes and remind students that the contact situation should be used to help in making a shape clear. Combined shapes may be used when partners make shapes together.

Students may wish to show their partner sequences as a culmination to the unit.

Sample tasks: ____________________

____

4. Final Activity:

Find a new partner and try to follow and copy their changing shapes as they move on the floor.

APPENDIX 2

VIDEO TAPE SCRIPT

VIDEO TAPE TO ACCOMPANY TEACHER'S RESOURCE FOR ELEMENTARY SCHOOL GYMNASTICS

VISUAL PICTURE	SCRIPT
029 Title: Elementary School Gymnastics THEME: BODY SHAPES	
031 Group of children all moving on the floor with individual mats and hoops scattered. They make shapes as they work independently amongst each other.	These children are working on the theme of body shapes. Watch the shapes that are formed as they travel and balance. Shapes can be made in the air when jumping is attempted. Hands and feet can touch the floor or the equipment and different shapes can be made. Rolling actions can be done several ways and different shapes can emerge. A twist can occur to make a turning jump.
057 Group still working as above. Tera does wide shapes while jumping. Terri does rolls in wide shapes. Monica makes wide shapes with hands touching the floor.	Notice the wide or spread shapes that Tera tries to make in the air. PAUSE Teri attempts to show wide shapes as she rolls along the mat. PAUSE Watch Monica in the center of the screen as she tries to make wide shapes with weight on hands. PAUSE
078 Group of children work at making shapes as they move continuously.	Look for long, narrow shapes as they emerge. Often, feet are together for these shapes. Can you spot rounded or arched shapes? You might be able to see twisted or wide shapes as well.
086 Group of 4: Gerald makes wide shapes. Dirk makes long shapes. Candy makes round shapes. Arnold makes twisted shapes. Each child makes his one shape and shows variations of it.	The four basic shapes the body makes are wide, long and narrow, rounded and twisted. Each child here is showing variations of one of the basic shapes. Notice which basic shape each child is making. As movement occurs, the shape of the body changes and it is the smooth movement from one shape to the next that should be a focus of this theme.

100 **Group of 6: all making static shapes and changing to another static shape. Everyone makes wide shapes... long shapes... rounded shapes... twisted shapes.**	Wide shapes are made by stretching body parts away from the mid point of the body. They are easy to balance if the base of support is large and the center of gravity is over the base. However, a wide shape above a small base is difficult to balance. Parts touching the floor can spread wide; parts in the air can spread apart and combinations of these produce a vast array of spread shapes. Narrow shapes are made by stretching parts along or close to the mid line of the body. By using parts in different ways the vertical or horizontal pin shape can vary. There are more variations possible if the shape is asymmetrical. The horizontal and vertical shape on a small base are difficult to balance. Just enough tension is needed to keep the shape firm but buoyant. Round shapes are made by bending the body around a central point or by bringing the extremeties of the body together. Variety in rounded shapes occurs when parts of the body form open and closed curves. These shapes tend to be used at the medium and low level most often. Twisted shapes occur when parts of the body face different directions. There is rotation at a joint to create a situation where parts counteract each other. The activity can become very stale if children make static shapes for long periods of time. Moving into and out of shapes provides for more interesting and challenging work. PAUSE
140 **Group: children do their own short sequences on the floor. They try to join shapes smoothly. Sequences are repeated.**	As parts move outside the base locomotion occurs. Children become challenged when they move from shape to shape with skill and clarity. The children are now attempting to show sequences where they move into and out of the basic shapes smoothly. Try to watch one child as they join several shapes together. Transitions can be rough if one shape does not lead logically into the next. Practice is needed to eliminate unnecessary movements or stops. As the children repeat their sequences and remember movements in order their transitions become smoother.

187 Gerald and Arnold in partner situations on the floor. -matching -negotiating -taking weight	Shapes are fun to match, copy or mirror with a partner. Partners can work side by side, back to back, facing or one behind the other. Wide and long shapes are often used when matching. Concentration is needed to make the shapes exactly the same. Wide and arched shapes can be used for negotiating situations. Each partner must work at making clear shapes while moving over, under or around the other person. The held shape should also be clear. Only very responsible students should be taking each others weight as a keen sense of balance and a lot of experience is needed to do this type of partner work. When children work with a partner the quality of movement often deteriorates at the beginning. As they gain experience and practice, clarity of shape and smooth transitions should be improved.
220 Apparatus: Climber station and the box horse station. Children make basic shapes where they can.	The shape of the body can change to accommodate different pieces of apparatus. As with floor work, the child attempts to clarify his shape as he moves or balances on the apparatus. Watch the children change shape as they move about.
236 Climber only: Rene, Dirk and Candy show different shapes using the climber.	At times the body spreads above or below the apparatus. Twisting can be followed by untwisting. Thin shapes may be used for swinging, sliding or diving. The arched shape can be formed in new ways.
246 Matt does his apparatus sequence at the box station.	Static shapes can be made on the equipment but usually these still shapes result in breaking the flow in a sequence. It is more challenging for the children to continue their movement from one shape to the next showing a change of speed, direction and level. A clear beginning and end and inventive use of the apparatus will make apparatus work challenging. Notice the linear arrangement of the equipment. Matt does his sequence in a straight line to follow the arrangement. He shows little change of direction but does use changes of level as he works.

266 Leanne does her sequence at the box station.	Leanne chooses to start her sequence by moving across the straight line formed by the equipment and attempts to have a fast beginning. The transitions need to be improved upon but arched, wide and narrow shapes are quite clearly formed. Holding the shape too long should be avoided.
306 Tera does her sequence at the box station.	Tera starts her sequence with a difficult wide balance with weight on hands on the small beam. She shows a good shape in the air when jumping from the apparatus. She tries to include a change of direction but has an awkward transition. Tera needs to avoid taking unnecessary steps to get into position. The teacher could suggest ways she could use shapes to get into the right spot at the right time.
338 Monica and Terri: partner work with apparatus -matching -negotiating -counterbalance Rene and Dirk work together using a bench.	Matching shapes using the apparatus can provide partners with a further challenge to their floor work. Timing movements with a partner take a lot of practice to perfect. PAUSE Negotiating a partner's shape can become easier if the apparatus is used to help in the action, or can make the task much more difficult if the apparatus restricts the space to be used. At times one partner may assist the other in a move but this is for experienced children only. Partner work on apparatus tends to stress meeting, parting and passing while on the equipment. Shapes can be used to match or be negotiated. As with floor work partners will first concentrate on the partner situation. The teacher will need to encourage clarity of shape and smooth transitions as moves are practiced and put into sequences.
391 Whole group moving freely on the floor or apparatus.	Clearly defined shapes in movement should be the aim of work on this theme. The apparatus and partner situations add further challenges to floor work. Previous actions performed in locomotion and balancing should become more precise and controlled. Children should become aware of the purpose for making the

shape. It may be made to transfer weight, to assist in balance or for aesthetic reasons. The theme of body shapes should help students achieve better quality and higher standards of performance in their work. Many of the shapes the children are now making are very clearly formed. Try to spot each of the basic shapes as they emerge.

Titles:

Produced By
Linda Thompson
June, 1977

With the Campbelltown Elementary
School Children, Sherwood Park,
Alberta

Assistance Provided By:
Dr. M. Ellis - Advisor
Mr. B. Nielsen and Mrs. N. Melnychuck - Camera
Mr. Werstiuk - Principal
Mrs. Berry - Teacher

APPENDIX 3

THE QUESTIONNAIRE

QUESTIONNAIRE

PART A INFORMATION ABOUT THE RESPONDENT

This information will be useful in identifying the background and experiences of the sample group. The respondent will remain anonymous.

1. Sex: male_____ female_____

2. Number of years teaching experience: _____total years teaching
_____years teaching Div. I
_____years teaching Div. II
_____years teaching Div. III
_____years teaching Div. IV

3. Number of years you have taught grade 4, 5 or 6 physical education lessons: _____years

4. Number of years you have taught "educational" gymnastics to grade 4, 5 or 6: _____years

5. Number of years you have taught "traditional" or "Olympic" gymnastics to grade 4, 5 or 6: _____years

6. Education:

Degree(s)	Institution	Year of Completion
________	____________	________________
________	____________	________________

7. Background in educational gymnastics:

Courses that dealt partially or totally with educational gymnastics:
Name of Course: Brief Description of the Gymnastics Content:

____
____
____
____
____
____

Seminars, Inservice Sessions, Professional Development Days, etc. that dealt with educational gymnastics: (Please give a brief description.)

____
____
____
____

Type of materials found useful in lesson preparation for educational gymnastics lessons:

____

____

____

Other: (eg. work with consultants in planning educational gymnastics lessons, help from a resource teacher on staff...)

____

____

____

PART B INFORMATION ABOUT THE RESOURCE

Indicate the degree to which you feel the material found in this resource met the objectives of the author.

1. Excellent
2. Very well
3. Fairly clear
4. Difficult to tell
5. Did not meet the objective

(Circle One)

BACKGROUND INFORMATION

I GYMNASTICS IN THE ELEMENTARY SCHOOL

The objective of this section was to describe the gymnastics program for elementary school children as prescribed by the Alberta Department of Education. 1 2 3 4 5

Comments:____________________________________

____

____

Further, this section aimed to inform teachers about general content material upon which gymnastic themes are based. 1 2 3 4 5

Comments:____________________________________

____

____

II THEMES FOR DIVISION TWO STUDENTS

The objective of this section was to indicate the general characteristics of children 9 to 12 years of age and to relate appropriate gymnastic themes for Div. II students. 1 2 3 4 5

Comments:____________________________________

____

____

III A SELECTED THEME: BODY SHAPES (Circle One)

The aim of this section was to provide teachers with content to increase their understanding of the theme. 1 2 3 4 5

Comments:______________________________

____

____

The video tape aimed to show teachers (through the visual medium) children working with the movement ideas from the content material. 1 2 3 4 5

Comments:______________________________

____

____

SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME: BODY SHAPES

I FORMAT A

This section was developed to provide teachers with suggestions on organizing content material progressively yet allowing flexibility in planning lessons according to class needs. 1 2 3 4 5

Comments:______________________________

____

____

II FORMAT B

This section was developed to provide teachers with suggestions for planning lessons progressively and to give sample plans that show variations in class organization. Specific tasks and lesson plans would be developed by the teacher to meet class needs. 1 2 3 4 5

Comments:______________________________

____

____

III FORMAT C

This section was developed to provide teachers with progressive plans, sample detailed lessons and variations in tasks. Teachers would alter the plans and select or develop tasks to meet class needs. 1 2 3 4 5

Comments:______________________________

____

____

PART C DEGREE OF USEFULNESS OF THE RESOURCE

Indicate the degree to which you feel the material found in this resource would help in your planning of a gymnastics unit.

"I would find this information: 1. extremely useful in planning lessons."
2. frequently
3. occasionally
4. seldom
5. never

(Circle One)

BACKGROUND INFORMATION

I GYMNASTICS IN THE ELEMENTARY SCHOOL

Aim of Gymnastics.............................. 1 2 3 4 5
Main Aspects of Movement....................... 1 2 3 4 5
Gymnastic Themes............................... 1 2 3 4 5

Comments:

____

____

____

II THEMES FOR DIVISION TWO STUDENTS

General Characteristics of the Children........... 1 2 3 4 5
Themes Appropriate for Division Two.............. 1 2 3 4 5

Comments:

____

____

____

III A SELECTED THEME: BODY SHAPES

Definition of the Theme.......................... 1 2 3 4 5
Major Ideas for the Theme:....................... 1 2 3 4 5
Related Concepts for the Theme................... 1 2 3 4 5
Video Tape....................................... 1 2 3 4 5

Comments:

____

____

____

SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME: BODY SHAPES

I FORMAT A.. 1 2 3 4 5

Comments:

____

____

____

II FORMAT B.. 1 2 3 4 5

Comments:

____

____

____

III FORMAT C 1 2 3 4 5

Comments:

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____

PART D ADDITIONAL COMMENTS

Comment on each of the following questions. Be as specific as possible.

1. Which of the three formats (A, B or C) would help you the most in planning a unit of lessons in gymnastics on the selected theme? Why?

2. If you were to plan a unit of lessons on a different theme which format would help you the most? Why?

3. In what ways does the video tape help to develop understanding of the content material for the theme?

4. What are the most useful sections of the resource? Why are they useful?

5. What sections of the resource are least useful? Why?

6. Does this resource duplicate information accessible at the present time? If so, indicate your source of information.

7. To what extent have you taught lessons on the theme: Body Shapes?

8. To what extent does the information in this resource provide additional ideas to ones you already have on the selected theme?

9. Describe any further needs you have in helping you plan lessons on gymnastics themes.

10. Additional Comments: please use the back of this sheet to add any further comments.

APPENDIX 4

INTERVIEW ITEMS

INTERVIEW ITEMS

Check List:

PART A INFORMATION ABOUT THE RESPONDENT

This information will be useful in identifying the background and experiences of the sample group. The respondent will remain anonymous.

1. Sex: male_____ female_____

2. Number of years teaching experience: _____total years teaching
_____years teaching Div. I
_____years teaching Div. II
_____years teaching Div. III
_____years teaching Div. IV

3. Number of years you have taught grade 4, 5 or 6 physical education lessons: _____years

4. Number of years you have taught "educational" gymnastics to grade 4, 5 or 6: _____years

5. Number of years you have taught "traditional" or "Olympic" gymnastics to grade 4, 5 or 6: _____years

6. Education: Degree(s) Institution Year of Completion

Degree(s)	Institution	Year of Completion
_____	_____	_____
_____	_____	_____

7. Background in educational gymnastics:

Courses that dealt partially or totally with educational gymnastics:
Name of Course: Brief Description of the Gymnastics Content:

a) When were courses taken? _____
b) Where? _____

Seminars, Inservice Sessions, Professional Development Days, etc. that dealt with educational gymnastics: (Please give a brief description.)

a) When? _____
b) How many? _____

Type of materials found useful in lesson preparation for educational gymnastics lessons:

Please be specific: text name? prepared lessons?

class notes? films? curriculum guides?

Other: (eg. work with consultants in planning educational gymnastics lessons, help from a resource teacher on staff...)

a) How recent?

b) What was your reason for volunteering to review this resource material?

PART B INFORMATION ABOUT THE RESOURCE

Indicate the degree to which you feel the material found in this resource met the objectives of the author.

1. Excellent
2. Very well
3. Fairly clear
4. Difficult to tell
5. Did not meet the objective

(Circle One)

BACKGROUND INFORMATION

I GYMNASTICS IN THE ELEMENTARY SCHOOL

The objective of this section was to describe the gymnastics program for elementary school children as prescribed by the Alberta Department of Education. 1 2 3 4 5

Comments: a) What form of gymnastics was described?

b) How would you describe this form of gymnastics?

c) How could this section better describe educational gymnastics?

Further, this section aimed to inform teachers about general content material upon which gymnastic themes are based. 1 2 3 4 5

Comments: a) To what extent did you find the analysis of movement clearly outlined? b) How did the charts influence your understanding of movement analysis? c) How could this section better describe the relationship between themes and movement analysis?

II THEMES FOR DIVISION TWO STUDENTS

The objective of this section was to indicate the general characteristics of children 9 to 12 years of age and to relate appropriate gymnastic themes for Div. II students. 1 2 3 4 5

Comments: a) Do you feel there is enough information on themes in general?

b) How much more information might you want on themes in general?

III A SELECTED THEME: BODY SHAPES (Circle One)

The aim of this section was to provide teachers with content to increase their understanding of the theme. 1 2 3 4 5

Comments: a) How well did the material help you understand concepts on SHAPE? b)...on related movement aspects?

c) Which of the previous two received more attention?

The video tape aimed to show teachers (through the visual medium) children working with the movement ideas from the content material. 1 2 3 4 5

Comments: a) What do you feel you gained from the video tape? b) Would you prefer a tape on teaching a lesson rather than content?

SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME: BODY SHAPES

I FORMAT A

This section was developed to provide teachers with suggestions on organizing content material progressively yet allowing flexibility in planning lessons according to class needs. 1 2 3 4 5

Comments: a) How well did the suggestions indicate progression? b) How clear was the relationship between content and progression?

II FORMAT B

This section was developed to provide teachers with suggestions for planning lessons progressively and to give sample plans that show variations in class organization. Specific tasks and lesson plans would be developed by the teacher to meet class needs. 1 2 3 4 5

Comments: a) How clear were the suggestions for class organization? b) How clear was the relationship between content and progression?

III FORMAT C

This section was developed to provide teachers with progressive plans, sample detailed lessons and variations in tasks. Teachers would alter the plans and select or develop tasks to meet class needs. 1 2 3 4 5

Comments: a) To what extent did the plans indicate variety in tasks? b) How clear was the relationship between content and progression?

c) How would you describe the differences between Formats A, B and C?

PART C DEGREE OF USEFULNESS OF THE RESOURCE

Indicate the degree to which you feel the material found in this resource would help in your planning of a gymnastics unit.
"I would find this information: 1. extremely useful in planning lessons."
2. frequently
3. occasionally
4. seldom
5. never

(Circle One)

BACKGROUND INFORMATION

I GYMNASTICS IN THE ELEMENTARY SCHOOL

Aim of Gymnastics..................................	1 2 3 4 5
Main Aspects of Movement..........................	1 2 3 4 5
Gymnastic Themes..................................	1 2 3 4 5

Comments:

a) How would you find this section useful?

II THEMES FOR DIVISION TWO STUDENTS

General Characteristics of the Children...........	1 2 3 4 5
Themes Appropriate for Division Two...............	1 2 3 4 5

Comments:

a) How would you find this section useful?

III A SELECTED THEME: BODY SHAPES

Definition of the Theme...........................	1 2 3 4 5
Major Ideas for the Theme.........................	1 2 3 4 5
Related Concepts for the Theme....................	1 2 3 4 5
Video Tape..	1 2 3 4 5

Comments:

a) How would you find this section useful?

SUGGESTIONS FOR TEACHERS TO USE IN DEVELOPING A UNIT OF LESSONS ON THE THEME: BODY SHAPES

I FORMAT A.. 1 2 3 4 5

Comments:

a) How does/doesn't this section meet your needs?

II FORMAT B.. 1 2 3 4 5

Comments:

a) How does/doesn't this section meet your needs?

III FORMAT C 1 2 3 4 5

Comments:

a) How does/ doesn't this section meet your needs?

PART D ADDITIONAL COMMENTS

Comment on each of the following questions. Be as specific as possible.

1. Which of the three formats (A, B or C) would help you the most in planning a unit of lessons in gymnastics on the selected theme? Why?
   a) Could you extend the plans into your own lessons?
   b) Would you need to try to develop your own plans before selecting a format?

2. If you were to plan a unit of lessons on a different theme which format would help you the most? Why?

3. In what ways does the video tape help to develop understanding of the content material for the theme?

4. What are the most useful sections of the resource? Why are they useful?

5. What sections of the resource are least useful? Why?

6. Does this resource duplicate information accessible at the present time? If so, indicate your source of information.
   a) How could the material in the resource be presented for easier readability?

7. To what extent have you taught lessons on the theme: Body Shapes?

8. To what extent does the information in this resource provide additional ideas to ones you already have on the selected theme?

9. Describe any further needs you have in helping you plan lessons on gymnastics themes.
   examples: class organization; class control; use of demonstrations; equipment; principles of curriculum development; teaching strategies

10. Additional Comments: please use the back of this sheet to add any further comments.
    a) Will you use the resource in the future?